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AUTHOR Gickling, Edward E.; And Others
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ABSTRACT

A redesigned preservice education curriculum, conceived to strengthen ties between special and regular elementary teachers, featured the extensive use of practicums and student teaching. A questionnaire was developed to secure external evaluation and validation of the program. The specific research objective was concerned with how members of the teaching profession viewed the preparation program compared with five-year programs, internships, or other five-year configurations. Responses were obtained from educators in Arizona, California, Idaho, Nevada, Oregon, Utah, and Washington. Respondents included: (1) elementary and special education teachers; (2) college of education faculty trainers for elementary and special education; (3) elementary principals; (4) secondary teachers and special education teachers; (5) college of education faculty trainers in secondary education; and (6) secondary administrators. Data resulting from responses to each of the 15 items on the questionnaire are presented with brief analytic commentaries. A copy of the survey instrument is appended. (JD)

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EDUCATORS' PREFERENCES FOR TEACHER TRAINING

COLLEGE OF EDUCATION
DEPARTMENT OF CURRICULUM AND INSTRUCTION
UNIVERSITY OF NEVADA-RENO

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A survey of [illegible] seven western states [illegible] and a Nevada Department of Education [illegible] Grant.

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By

Edward E. Gickling, Ph.D.
Lucille R. Guckes, Ed.D.
Paul M. Hollingsworth, Ed.D.
Kenneth W. Johns, Ed.D.
Teddy R. Tower, Ph.D.
John H. Trent, Ed.D.

EDUCATORS' PREFERENCES FOR TEACHER TRAINING

ABSTRACT

One of the major concerns facing education in the mid 1970's and early 1980's was preparing teachers to work with handicapped children within regular classroom settings. In support of this, the Bureau of Education for the Handicapped, the National Support Systems Project, and the American Association of Colleges for Teacher Education advocated a redesign of teacher education programs at the preservice level. With this in mind, the University of Nevada, Reno, College of Education applied for and received a grant from the U. S. Department of Education for four years. This grant, commonly called the Dean's Grant, was to extend the capacity of regular teachers to meet the instructional needs of the mildly and moderately handicapped children within the classroom setting.

The Department of Curriculum and Instruction, which has the major role in training preservice teachers, assumed the largest responsibility in restructuring the preservice program. The faculty created a series of learner outcomes that all elementary and special education teachers should possess. The learner outcomes were then put into course structures. What emerged over the four year process was an integrated training program. The training program was designed to contain sufficient academic rigor at all levels of instruction, including supervised field experiences. The prescribed minimums for the lower division requirements were increased to 17 credit hours for Liberal Studies including nine hours of English Composition and Expository Writing; 16 credit hours of Science and Mathematics including Computer Education; and 21 credit hours of Social Sciences including Geography, Journalism and Economics. An educational core of ten credit hours was also formed consisting of Educational Foundations, Educational Psychology, and separate introductory courses in Elementary School Guidance and Audio-Visual Methods. The upper division requirements included an elementary or special education concentration of 19 credit hours followed by a 43 credit hour major core to complete their elementary and special education training. The total program required a minimum of 128 semester credits to graduate.

A noteworthy feature of the combined program was its extensive use of practicum and student teaching. Each student will be required to

complete one general and one special education practicum during his/her sophomore year. During the junior year, each student will participate in separate language arts, mathematics and science, and social studies and multicultural practicums. They will also be involved in a year long experience working with children in the Reading and Learning Disabilities Center. Their senior year will involve separate semesters of student teaching in elementary and special education.

Methods and Procedures

A questionnaire was developed to secure some degree of external evaluation and possibly validation of our previous efforts in redesigning our teacher preparation program. The specific research objective was concerned with how members of the teaching profession viewed the UNR joint preparation program compared with five-year programs, internships or other five-year configurations. The format of the questionnaire was organized to get information on the background of the various respondents, followed by a short multiple-choice section and an open-ended section.

Although the questionnaire was designed to address the needs of elementary and special education, the issues of fourth or fifth year options was a concern for secondary education as well; therefore, feedback was also elicited from secondary educators. In order to accommodate these groups, a single questionnaire was developed and then modified into six color-coded forms. The elementary and special education forms consisted of a title page, a preparation sheet outlining the combined program, catalog description of the courses, and the questionnaire. The secondary forms did not contain the program sheets nor catalog descriptions of courses.

The various forms of the questionnaire were mailed to educational personnel in Arizona, California, Idaho, Nevada, Oregon, Utah, and Washington. The six groups that received the questionnaire were, (1) elementary and special education teachers, (2) college of education faculty trainers for elementary and special education, (3) elementary principals, (4) secondary teachers and secondary special education teachers, (5) college of education faculty trainers in secondary education and (6) secondary administrators. The distribution of the questionnaires was made as

random as possible, but it was based somewhat upon the relative size of the different populations of the seven states. A total of 1,689 questionnaires was distributed with 609 returned, for a 35 percent rate of return.

Elementary and Special Education Results

UNR's dual program was the first or second choice of all responding groups if they had a choice of which training program teachers could attend. They did not accept a liberal arts degree plus fifth year education program. Nevada teachers rejected the concept of a fifth year internship. States outside Nevada and Utah named the internship as their second choice. Because of the rural nature of most of Nevada, the respondents also supported the dual program of UNR as the best alternative in meeting the needs of teachers in the rural area. UNR's dual program and the four-year education plus a fifth year internship were both seen as highly effective in making a teacher "marketable."

In the responses to the open-ended questions, the consensus of all groups was that earlier and more classroom experiences were needed, and that the UNR joint program would meet those training needs. Teachers gave moderate support, while administrators gave strong support to an internship. In responding to the fifth year of preparation, a large majority of all groups responded that the additional costs in time and money, especially when compared with a teacher's entry level salary, would exert a negative influence on students' decisions concerning entering teaching. While some respondents indicated that a five-year program could prepare a more competent teacher, all stressed that the content and the organization of such a program would make a significant difference. They were especially concerned with attempting to "cram all of teacher preparation into one year." Respondents from all areas felt that the UNR program outlined would provide both early involvement and extensive guided practicum experiences prior to student teaching. Another strength was its inclusion of the learning disabilities/mildly handicapped component.

Secondary Education Results

In response to their preferences of secondary teacher training programs, the trend favored a balanced four-year education and liberal arts

preparation followed by a fifth year teaching internship. This type of program was seen as having the ability to expand the marketability of secondary teachers. The fifth year internship was especially favored by high school administrators. The option that received the most second place votes was a four-year undergraduate program with two years of Arts and Science followed by formal admission to Secondary Teacher Training.

In the open-ended questions, the majority of respondents felt that a fifth year of preparation would discourage individuals from going into teaching because of economic considerations in the form of time and money; however, the majority of respondents also felt that a fifth year program would make for a more competent secondary teacher by providing better preparation in majors and minors as well as more practical on-the-job experience in student teaching and/or internship. A majority of all groups favored a teacher preparation program followed by a university/employer supervised first year teaching experience.

INTRODUCTION

Issues

One of the major concerns facing education in the mid 1970's and early 1980's was preparing teachers to work with handicapped children within regular classroom settings. With this concern came the general belief that teacher education could not succeed satisfactorily if special education continued to be conceptualized as a preparation separate from regular education (Corrigan, 1978). In support of this position, the Bureau of Education for the Handicapped (BEH, 1975), the National Support Systems Project (NSSP, 1976), and the American Association of Colleges for Teacher Education (AACTE, 1978) advocated for the redesign of teacher education programs at the preservice level in order to be more responsive to the educational needs of our nation's handicapped students.

In addition to this philosophical support, the extent of the national commitment became even more pronounced in the form of incentive funds offered through the U. S. Department of Education's Special Education Division of Personnel Preparation. These funds were made available on a competitive basis to Institutions of Higher Education who were willing to accept the challenge and submit an acceptable plan of action. Believing that substantial and lasting changes could occur in the quality of teacher training, and that it was an ideal time to reexamine our own teacher preparation practices in response to the mandated Public Law 94-142, the College of Education applied for and was awarded for four consecutive years (1980-1984) what has been commonly termed a "Dean's Grant."

The major role description of the Dean's Grant project was to extend the capacity of regular teachers to meet the instructional needs of the mildly and moderately handicapped within regular classroom settings. Achieving this purpose required a restructuring of the roles of teacher training personnel. In essence, the new roles required a retraining of trainers and then the preservice training of regular and special education teachers in order to help them be more effective in initiating and delivering the concepts of least restrictive and appropriate education. While it was not expected that such role shifts would completely change faculty

teaching responsibilities within the Department of Curriculum and Instruction, it did emphasize the successful integration of special education practices into the elementary teacher preparation program.

In order to accomplish this, it was Curriculum and Instruction's position that handicapped education should be infused into those preparation areas where natural linkages occurred, and that the redesign of preparation programs should occur in the absence of natural linkages. This direction prompted a thorough examination of the lower and upper division requirements of both the elementary and special education programs. As part of this examination process, the combined faculty decided to create a series of learner outcomes that all trainees should possess. These efforts represented a real breakthrough, inasmuch as instructional territory became less of an issue while the emerging concern focused upon how to organize the curriculum within the two programs to enable the learner outcomes to be accomplished. In conclusion what has emerged over the four year process is a truly integrated training program. The combined planning, faculty interaction, and curriculum revisions now provide our bachelor level students with sufficient training to graduate and be eligible for both elementary and special education resource teacher certification in Nevada. It is also worth mentioning that the new State Certification Guidelines for the Special Education Resource Teacher were patterned to a large extent after the work that had been done at UNR in the combined special and elementary training program.

During the time the joint training program was being developed, national, state and university priorities began to shift in emphasis. Mainstreaming as a relevant educational issue was replaced by the broader and more pressing concern regarding the quality of education itself across the country. Even the preliminary overtures that were being made in various sectors to address the present problems were held in abeyance or actually detoured in the wake of national concern focusing upon the declining state of education in this country. Report after report, but particularly the Nation At Risk (1983), heightened public awareness as to the extent of our nation's educational difficulties.

Declining student performance, inadequate resources and curricula, insufficient training, and the inability to attract and retain a sufficient number of capable applicants and teachers into the teaching profession

were just a few of the highlighted problem areas. No aspect of education was exempt, but the onus was laid heavily on those assigned the task of teaching and those responsible for teacher training. As one staff member poetically put it:

> The continuing reports of lagging student achievement and the revelation of academic inadequacies of teacher education candidates has increased the velocity of the winds of change propelling teacher education.

In reflecting upon the issues facing the teaching profession, Howsam (1983) recently remarked, "It is doubtful that any simple change in teacher education or its selection process would have a major impact on this trend." (p. 101).

These recent reports all indicate that the nation's educational system is in desperate need of substantial rather than simple change; a message that has been repeatedly voiced and applied to higher education. Surfacing from these reports are questions concerning what constitutes substantial changes and improved quality within teacher training programs. One point of emphasis is the frequent exhortation of extending the length of time required to prepare future teachers as a solution to the problem. Advocates of this position extoll the values of fifth year, post-baccalaureate, or internship experience. They point out that teachers are both dispensers of knowledge and students of the teaching act, but question how a profession can prepare its practitioners adequately in four years when 80 percent of the time is devoted to acquiring substantive knowledge and only 20 percent to learning the complexities and skills involved in dispensing that knowledge. At the end of four years, the fledgling teacher is given full control of a classroom and given the same responsibilities and performance expectations as the experienced teacher. In addition, and in the most difficult of years, the beginning teacher is expected to attend summer school, night classes, and special workshops in a continuing effort to improve one's teaching skills.

Arguments for programs requiring increased preparation time are based on the perceived need to obtain more mature candidates and eventually more competent teacher education graduates (Rinehart and Leight, 1981). It is also perceived that extended support and/or training offers a smoother induction or transition period during the first year of teaching (NASDTEC, 1980). This first year is considered to be a critical period in

the teacher's assimilation into the profession. During this time, the total scope and sequence of the school year is internalized. In addition, the questions of management, control, content, and personal teaching adequacy are confirmed or reinforced negatively. During this time, the teacher also makes the personal adjustments necessary to be an accepted and functioning faculty member. These are the major reasons why some share the perceptions that four year programs represent an insufficient length of time to adequately prepare a teacher to cope with the handicapped and the culturally different as well as average and above average children in today's more technologically complex classrooms.

The Professional Standards Commission of the State of Nevada is also deliberating over the merits and disadvantages of requiring an internship or a five year teacher training program. Neither school districts nor the public are against more practical teacher training. The districts are definitely in support of such efforts provided that the extra cost is absorbed by the university or the state for financing a fifth or extended year. The major questions are whether or not it would actually result in better prepared teacher candidates and if the extra preparation time actually would be cost effective. The data needed to answer these questions are simply not available at this time.

Critics voice that support for extended programs is likely to go unheeded, however, unless the conditions involving growing teacher shortages, relatively low entry salaries, and the opportunities for capable students entering compet- itive professions such as business and industry change. These conditions, plus other compelling factors, are substantive reasons why education in the United States has historically attracted candidates from a work force whose ability test scores have been typically in the bottom third of college students. The conditions must also be considered major reasons why those teachers who score in the upper quarter of measured academic ability are twice as likely to leave the teaching profession as those who score in the lower quarter (Sykes, 1983).

Howey (1982) cites Cronin's research indicating that the number of teachers entering the field each year has dropped from 300,000 to 170,000 in 1980. He also quotes Cronin as saying, "If reform requires adding requirements, the best time may be during surpluses of enthusiastic prospects to a profession. But if candidates are in short supply, the addition

of new hurdles or a longer training time may actually contribute to future shortages." (1981, pp. 14, 15). Lengthening the preparation time may also be counterproductive if education's goal is to encourage more applicants from low-socioeconomic and impacted areas. The addition of a fifth year may produce an economic hardship sufficient to deter them from pursuing a teaching career.

Obviously, the values of extended or fifth year programs compared to four year training programs will have to be weighted based upon their merits and limitations. As educational trends go, however, a fifth year of teacher training is a distinct possibility. What concerned the UNR elementary and special education faculty during this new wave or trend was the relative merits of a five year teacher training program of unspecified design compared to the work under way. The Dean's Grant had already provided the impetus for establishing a new joint training program. In this case, we could not help but ask whether or not more is always better, or should the test of quality within a teacher training program be based primarily on how it is "packaged and presented."

UNR's Joint Elementary and Special Education Program

The combined staff took great care in determining the program's direction and content. We wanted the curriculum to contain sufficient academic rigor at all levels of instruction, including supervised field experiences, to assure the development of capable elementary and special education teachers. The prescribed minimums for the lower division requirements were increased to 17 credit hours for Liberal Studies including nine hours of English Composition and Expository Writing; 16 credit hours of Science and Mathematics including Computer Education; and 21 credit hours of Social Sciences including Geography, Journalism and Economics. An educational core of 10 credit hours was also formed consisting of Educational Foundations, Education Psychology, and separate introductory courses in Elementary School Guidance and Audio-Visual Methods. The upper division requirements included an elementary or special education concentration of 19 credit hours followed by a 43 credit hour major core to complete their elementary and special education training. The total program required a minimum of 128 semester credits to graduate.

A noteworthy feature of the combined program was its extensive use of practicum and student teaching. Each student will be required to complete one general and one special education practicum during his/her sophomore year. During the junior year, each student will participate in separate language arts, mathematics and science, and social studies and multicultural practicums. They will also be involved in a year long experience working with children in the Reading and Learning Disabilities Center. Their senior year will involve separate semesters of student teaching in elementary and special education. (For a more in depth examination of the total program, including its learner outcomes, student advisement sheets and course descriptions, see Appendix A of this report).

METHODS AND PROCEDURES

A Program Revision Questionnaire

Having undergone an extensive program revision just prior to learning of our own Higher Education Administration and State Department of Education's disposition to explore the merits of a fifth year program, it became necessary to secure some degree of external evaluation and possibly validation of our previous efforts. The action taken was to create a questionnaire for surveying a broad spectrum of teachers and teacher educators concerning their perceptions of what constitutes a quality teacher training program. Our specific research objective was concerned with how members of the teaching profession viewed the UNR joint preparation program compared with five year programs, internships or other five year configurations. We were also concerned with how members of the profession viewed the various training options in light of present day constraints, and whether or not they felt that a fifth year internship was vital to the production of quality personnel.

For the purposes of the study, the term four year programs meant four years of college leading to a bachelor's degree and eligibility for teacher certification. A fifth year program was defined as a one year post-baccalaureate experience in which teacher education occurs during the fifth year but which may have elements beginning in the last stages of the

undergraduate years. A five year program may be regarded as five years of preparation leading to a bachelor's degree. Finally, an internship is a paid teaching experience, under supervision, which occurs at the end of any of the preceding situations.

The format of the questionnaire was organized to capture three types of information. Some background data on the various respondents was requested first, followed by a short multiple-choice section and then an open-ended section. There were six questions in the multiple-choice section, with the first five containing the same choices, i.e.

____A. A four year undergraduate teacher preparation program in either elementary or special education.
____B. UNR's combined elementary and special education teacher preparation program.
____C. Four years of liberal arts preparation with a fifth year of teacher preparation in either elementary or special education.
____D. A four year undergraduate teacher preparation program in elementary or special education followed by a fifth year teaching internship.

The sixth question contained options related to course work in liberal arts instruction. Its choices included:

____A. A balance between liberal arts studies and teacher education combined into a four year program.
____B. A balance between liberal arts studies and teacher education combined into a five year program.
____C. Requiring the majority of course work in liberal arts with only a few courses in teacher education.
____D. Requiring the majority of course work in teacher education with only a few courses in liberal arts.
____E. Four years of liberal arts preparation with a fifth year of teacher preparation in either elementary or special education.

The final section contained a series of open-ended questions designed to elicit personal impressions regarding teacher training. In certain instances, the respondents were asked to comment regarding their own preferences; in others, they were asked to take a yes or no position and to explain their position.

Although the questionnaire was designed to address the needs of elementary and special education, the issues of fourth or fifth year options were not confined to elementary and special education. It was felt that feedback from secondary education personnel and from administrators and teacher educators was also vital in understanding the broad perspective of educational preferences. In order to accommodate these groups, a single

questionnaire was developed and then modified into six color-coded forms. The same essential questions were asked on each form, only the wording was adjusted to the target audience. For example, Question 1 for elementary and special education respondents read, "In view of what we have proposed as a joint training program, if you had a choice of which training program you could attend, what would be your order of preference?" Question 1 on the form for college faculty preparing elementary and special education teachers read, "In view of what we have proposed as a joint training program, if you had a choice of which training program prospective teachers could attend, what would be your order of preference?"

The actual printing of each elementary and special education form consisted of:

1. A title page.
2. A preparation sheet outlining the combined program.
3. Catalog descriptions of the courses.
4. The questionnaire.

An example of the title page for elementary and special education respondents reads as follows:

> The College of Education at the University of Nevada, Reno, through the impetus of a USOE Dean's Grant, has been involved in the process of evaluating and revising our undergraduate programs within the Division of Curriculum and Instruction. A process, which started more than two years ago, has resulted in the establishment of a joint four year undergraduate teacher training program between elementary and special education. Graduates from this new proposed teacher training program will be able to gain Nevada certification in elementary education and as resource teachers of the mildly handicapped in special education. Most important, our new teachers will be better prepared to serve a broader spectrum of learning skills and needs as well as being more effective elementary and special education colleagues.
>
> We have prepared the following questionnaire to gather objective external opinion about the merits of our combined undergraduate elementary and special education teacher training program compared to other possible teacher preparation programs. Please take the few minutes necessary to review a copy of the program and to answer the related questions. Your help will be extremely valuable in determining our future directions in teacher education. Thank you!

The printing of the secondary education forms did not contain the program sheets nor catalog descriptions of courses. (Copies of the six questionnaires can be seen in Appendix B).

Distribution of the Questionnaire

In order to obtain a broad spectrum of opinion, the various forms of the questionnaire were mailed to educational personnel in Arizona, California, Idaho, Nevada, Oregon, Utah, and Washington. Classroom teachers, school building principals and deans and college faculty were contacted. Dissemination of the questionnaires was handled through the mailing of cover letters and questionnaire packets to elementary and secondary school principals and to deans of colleges of education. For example, the cover letter to the elementary and special education administrators explained the project giving them the following instructions:

> "The College of Education at the University of Nevada Reno is conducting an evaluation of its undergraduate teacher preparation programs. We have enclosed five questionnaires that we would like you to distribute. The four forms titled "Elementary and Special Education Respondents" are to be distributed to one teacher from each of the following areas: grades 1 and 2, grades 3 and 4, grades 5 and 6, and a special education or learning resource teacher. If your school does not include these grades, please use your judgment to secure a representative sample. The fifth form is for you to complete and return. We plan to compile this information to determine the direction needed in our teacher preparation program and are most grateful for your input..."

A similar process was followed for secondary and college administrators. High school principals were asked to complete their form and to distribute five copies to separate teachers from each of the following instructional divisions: English, Social Studies, Math and Science, Business and Vocational Education, and Special Education. Deans of colleges and universities were asked to distribute two separate questionnaires to members of their elementary, secondary and special education staffs for a total of six per training facility. (The mailing list for distributing the questionnaire can be seen in Appendix C).

Professionals who received the questionnaire were divided into the following groups:

1. Elementary and Special Education teachers.
    a. All counties in the state of Nevada.
    b. School districts in surrounding states which represented highly urban or highly rural districts similar to Nevada school districts.

c. States which require a basic fifth year education program (California), and states which require certification in elementary or secondary education before granting special education certification (Oregon, Washington, and Arizona), and states which require the same as Nevada (Utah, Idaho).

2. College of Education faculty training in elementary and special education.
   a. The questionnaires were sent to the Deans of Colleges for staff distribution.
   b. All teacher education programs in the Nevada geographic area received the questionnaire.
   c. The state representation was the same as in 1b and 1c.
3. Elementary Principals.
   Duplication of the process in 1a, b, and c.
4. Secondary teachers and secondary special education teachers.
   Process cited in 1a, b, and c was also followed for secondary education.
5. College of Education faculty training in secondary education.
   Process cited in 2a, b, and c was followed for College of Education training for secondary teachers.
6. Secondary Administrators.
   Process cited in 1a, b, and c was replicated for secondary administrators.

The distribution of the questionnaires was made as random as possible, but it was based somewhat upon the relative size of the different populations of the seven states. The only exception was Nevada. For obvious reasons, we wanted a higher representation from our own state. The actual number of questionnaires sent out, the number completed and returned, and the percentages of return by categories are listed below:

Areas of Distribution	Number Distributed	Number Returned	Percentages of Return
Elementary Administration	178	57	32%
Elementary Teachers	712	192	42%
Secondary Administration	125	56	45%
Secondary Teachers	500	221	44%
Elem & Special Educ College Faculty	116	48	41%
Secondary College Faculty	58	35	60%
Totals	1,689	609	36%

A total of 1,689 questionnaires was distributed and 609 were returned, for a 36 percent return. The percentage of return was rather uniform across the various teacher and teacher educator groups, as well as across the different states.

It would have been impossible to complete such a broad printing and mailing if it had not been for financial assistance from the Nevada State Department of Education. Their minigrant defrayed the printing and mailing of a single circulation. Time and cost constraints did not permit follow-up. Therefore, respondent preferences, comments, and percentages of return were calculated based upon a single return.

RESULTS

The results of the seven state survey were reported under separate elementary and secondary education sections. Results germane to these two sections were further subdivided into the responses made by classroom teachers, college teacher trainers, and school administrators. The training program preferences for each of these three groups in response to the six multiple choice questions were reported first followed by their comments to the remaining open-ended questions.

Elementary and Special Education Included

Instructions for completing multiple choice questions 1-6:

"This section's questions are in a multiple option format. In the spaces at the left, rank order each optional response providing a "1" for your preferred choice, a "2" for your second choice, and so on."

Elementary and Special Education Teacher Responses:

Question 1: If you have a choice of which training program you could attend, what would be your order of preference?

	Percent Rank	
	Choice 1 & 2	Choice 3 & 4
All Teachers		
A - 4 yr Undergraduate Program	54%	46%
B - UNR-Dual Program	77%	23%
C - Liberal Arts + 5th yr Education	24%	76%
D - 4 yr Education + 5th yr Internship	59%	41%

	Percent Rank	
	Choice 1 & 2	Choice 3 & 4
Nevada Responses		
A - 4 yr Undergrad Program	63%	37%
B - UNR-Dual Program	88%	12%
C - Liberal Arts + 5th yr Education	18%	82%
D - 4 yr Education + 5th yr Internship	46%	54%
Out-of-State Responses		
A - 4 yr Undergrad Program	50%	50%
B - UNR-Dual Program	68%	32%
C - Liberal Arts + 5th yr Education	30%	70%
D - 4 yr Education + 5th yr Internship	70%	30%

	Number of Responses by Rank			
	1	2	3	4
A - 4 yr Undergrad Program	27	61	35	39
B - UNR-Dual Program	89	51	35	7
C - Liberal Arts + 5th yr Education	24	15	35	88
D - 4 yr Education + 5th yr Internship	57	49	52	22

Conclusions

a. UNR's dual program was the first or second choice of all respondents. In-state responses (88 percent) were higher than the out-of-state responses (68 percent). A total of 7[illegible] percent, or better than three of every four respondents, chose the dual program in the first or second position.

California, a liberal arts plus fifth year education certification, chose the dual program of UNR first or second 69 percent of the time.

b. Liberal Arts preparation (4 year BA major in liberal arts plus a fifth year education certification) was rejected by nearly all the respondents. Eighty-two percent ranked this as their third or fourth choice. Fifty-four percent of the rating was in the fourth position.

An interesting discrepancy occurs in the California returns. Thirty-eight percent ranked liberal arts in the first position, and 31 percent placed it in the fourth position. The combined first and second choices yielded 48 percent and the third and fourth, 52 percent.

c. For out-of-state respondents, the four year education plus the fifth year internship just barely edge the UNR dual program as their first choice. Nevada teachers, however, rank this option as a third choice. The in-state respondents did not see value in any fifth year program. They looked at an internship as being used to develop "cheap labor" and to add another job to the already certified teacher.

d. Nevada teachers made the traditional four year program their second choice. The traditional program also drew support from Utah. California teachers ranked this choice last.

e. All of the other states drew near equal support between a fifth year internship and a four year traditional program.

f. In summary, elementary and special education teachers overwhelmingly preferred the dual program of UNR as their first choice. They did not accept a liberal arts degree plus fifth year education certification. Nevada teachers rejected the concept of a fifth year internship. States outside of Nevada and Utah named the internship as their first choice. However, total first choice responses favored the UNR dual program. It was the second choice responses which gave the higher percentage.

Question 2: The rural nature of most of Nevada requires that its teachers be both capable and self reliant. Given our rural geography, which type of training program would best serve the State of Nevada?

	Percent Rank	
	Choice 1 & 2	Choice 3 & 4
All Teachers		
A - 4 yr Undergrad Program	45%	55%
B - UNR-Dual Program	84%	16%
C - Liberal Arts + 5th yr Education	27%	73%
D - 4 yr Education + 5th yr Internship	58%	42%
Nevada Responses		
A - 4 yr Undergrad Program	56%	44%
B - UNR-Dual Program	92%	8%
C - Liberal Arts + 5th yr Education	20%	80%
D - 4 yr Education + 5th yr Internship	48%	52%
Out-of-State Responses		
A - 4 yr Undergrad Program	37%	63%
B - UNR-Dual Program	80%	20%
C - Liberal Arts + 5th yr Education	32%	68%
D - 4 yr Education + 5th yr Internship	67%	33%

	Number of Responses by Rank			
	1	2	3	4
A - 4 yr Undergrad Program	20	54	42	47
B - UNR-Dual Program	107	49	26	4
C - Liberal Arts + 5th yr Education	20	23	37	77
D - 4 yr Education + 5th yr Internship	69	58	33	9

Conclusions

a. The respondents supported the dual program of UNR as the best alternative in meeting the needs of teachers in a rural area. Eighty-four percent ranked the program in the first or second position. In-state responses were 92 percent with 80 percent of out-of-state responses as first and second choices. The trend carried through all of the states with the lowest being 70 percent in the State of Utah.

b. All respondents rejected the liberal arts plus fifth year education program in meeting Nevada's needs. Sixty-eight percent of out-of-state, 80 percent of in-state, and 73 percent of the total responses

were in the negative positions. California respondents gave 56 percent of their votes to positions three and four.

c. In-state respondents gave a slight edge to the four year traditional program over the fifth year internship. Out-of-state responses placed the fifth year internship with a four year education program as a strong second choice. Fourth and fifth year certification states all followed a similar pattern, voting for the internship as the second best method of meeting Nevada's needs.

Question 3: If you were a beginning teacher, which type of training program would make you most "marketable" as a prospective teacher?

	Percent Rank	
	Choice 1 & 2	Choice 3 & 4
All Teachers		
A - 4 yr Undergrad Program	35%	65%
B - UNR-Dual Program	81%	19%
C - Liberal Arts + 5th yr Education	25%	75%
D - 4 yr Education + 5th yr Internship	75%	25%
Nevada Responses		
A - 4 yr Undergrad Program	45%	55%
B - UNR-Dual Program	86%	14%
C - Liberal Arts + 5th yr Education	22%	78%
D - 4 yr Education + 5th yr Internship	68%	32%
Out-of-State Responses		
A - 4 yr Undergrad Program	27%	73%
B - UNR-Dual Program	77%	23%
C - Liberal Arts + 5th yr Education	27%	73%
D - 4 yr Education + 5th yr Internship	81%	19%

	Number of Responses by Rank			
	1	2	3	4
A - 4 yr Undergrad Program	17	41	46	60
B - UNR-Dual Program	97	53	32	3
C - Liberal Arts + 5th yr Education	14	25	40	80
D - 4 yr Education + 5th yr Internship	69	58	33	9

Conclusions

a. UNR's dual program and the four year education plus a fifth year internship were both seen as being highly effective in making a teacher "marketable."

b. UNR's dual program received over 50 percent of the first place votes from both in-state (50.2 percent) and out-of-state (55 percent) respondents.

c. The liberal arts degree plus fifth year education was rated as the least acceptable for aiding a teacher. This negative trend was represented

in all states. Fifty-two percent of California teachers ranked it as their third or fourth choice.

d. The traditional four year program was rejected at the same level as the liberal arts alternative. It received more support in-state than out-of-state but was still rejected. More third position responses were given to it than fourth position.

Question 4: Beginning teachers almost always indicate that practicum and student teaching are their most meaningful experiences. Which program option best provides for this type of hands-on experience?

	Percent Rank	
	Choice 1 & 2	Choice 3 & 4
All Teachers		
A - 4 yr Undergrad Program	24%	76%
B - UNR-Dual Program	69%	31%
C - Liberal Arts + 5th yr Education	33%	67%
D - 4 yr Education + 5th yr Internship	89%	11%
Nevada Responses		
A - 4 yr Undergrad Program	31%	69%
B - UNR-Dual Program	74%	26%
C - Liberal Arts + 5th yr Education	26%	74%
D - 4 yr Education + 5th yr Internship	86%	14%
Out-of-State Responses		
A - 4 yr Undergrad Program	17%	83%
B - UNR-Dual Program	65%	35%
C - Liberal Arts + 5th yr Education	40%	60%
D - 4 yr Education + 5th yr Internship	91%	9%

	Number of Responses by Rank			
	1	2	3	4
A - 4 yr Undergrad Program	12	26	61	64
B - UNR-Dual Program	50	73	44	10
C - Liberal Arts + 5th yr Education	17	37	33	75
D - 4 yr Education + 5th yr Internship	122	37	15	5

Conclusions

a. The four year education with a fifth year internship was the highest ranked program for "hands-on" experience. The strength of the responses was seen in the number one ranking, wherein 60 percent of in-state and 68 percent of out-of-state respondents made it their first choice.

b. UNR's dual program was ranked a very strong second.

c. The traditional programs and the liberal arts program were both rejected by an approximate three to one margin as presenting opportunities for "hands-on" experience.

Question 5: *Since education is no longer attracting large numbers of the more capable students, which type of training program stands the best chance of providing the training necessary to make up for native talent that may be absent?*

	Percent Rank	
	Choice 1 & 2	Choice 3 & 4
All Teachers		
A - 4 yr Undergrad Program	37%	63%
B - UNR-Dual Program	75%	25%
C - Liberal Arts + 5th yr Education	32%	68%
D - 4 yr Education + 5th yr Internship	70%	30%
Nevada Responses		
A - 4 yr Undergrad Program	40%	60%
B - UNR-Dual Program	77%	23%
C - Liberal Arts + 5th yr Education	32%	68%
D - 4 yr Education + 5th yr Internship	68%	32%
Out-of-State Responses		
A - 4 yr Undergrad Program	35%	65%
B - UNR-Dual Program	74%	26%
C - Liberal Arts + 5th yr Education	33%	67%
D - 4 yr Education + 5th yr Internship	70%	30%

	Number of Responses by Rank			
	1	2	3	4
A - 4 yr Undergrad Program	17	41	42	56
B - UNR-Dual Program	71	63	37	7
C - Liberal Arts + 5th yr Education	24	25	41	62
D - 4 yr Education + 5th yr Internship	28	38	30	21

Conclusions

a. UNR's dual program was ranked as the number one program with the internship a close second.

b. Liberal arts and traditional programs were rejected as appropriate training options. Each state responded in a similar manner to this question.

c. Approximately 20 percent of the respondents interjected that they did not accept the premise of the lack of native talent.

d. Since a major emphasis of UNR's dual program and the internship is "hands-on" experience, it is projected that teachers see this "hands-on" as a quality feature and as a training advantage.

Question 6: *With respect to course work in liberal arts instruction, which of the following contribute most to the preparation of a knowledgeable and capable teacher?*

	Percent Rank by Choice				
	1	2	3	4	5
All Teachers					
A - Balance-Liberal Arts/4 yr Educ	35%	32%	19%	11%	3%
B - Balance-Liberal Arts/5 yr Educ	35%	39%	18%	6%	2%
C - Liberal Arts-Few Education	6%	7%	8%	25%	54%
D - Teacher Educ-Few Liberal Arts	28%	9%	23%	19%	21%
E - 4 yr Liberal Arts-5th Education	19%	12%	22%	29%	18%
Nevada Responses					
A - Balance-Liberal Arts/4 yr Educ	38%	36%	14%	12%	0%
B - Balance-Liberal Arts/5 yr Educ	35%	36%	18%	8%	3%
C - Liberal Arts-Few Education	3%	12%	10%	23%	52%
D - Teacher Educ-Few Liberal Arts	23%	12%	20%	16%	29%
E - 4 yr Liberal Arts-5th Education	23%	8%	26%	28%	15%
Out-of-State Responses					
A - Balance-Liberal Arts/4 yr Educ	33%	29%	23%	11%	4%
B - Balance-Liberal Arts/5 yr Educ	35%	41%	19%	4%	1%
C - Liberal Arts-Few Education	8%	4%	6%	27%	55%
D - Teacher Educ-Few Liberal Arts	31%	7%	24%	22%	16%
E - 4 yr Liberal Arts-5th Education	15%	16%	20%	29%	20%

	Number of Responses by Rank				
	1	2	3	4	5
A - Balance-Liberal Arts/4 yr Educ	65	59	33	19	3
B - Balance-Liberal Arts/5 yr Educ	63	61	31	9	5
C - Liberal Arts-Few Education	9	7	14	37	82
D - Teacher Educ-Few Liberal Arts	47	17	39	35	31
E - 4 yr Liberal Arts-5th Education	27	22	41	47	27

Conclusions

a. Teachers rejected requiring a majority of course work in liberal arts with only a few courses in teacher education. Over 50 percent of in-state and out-of-state respondents answered this as their least desirable choice.

b. A balance between liberal arts and teacher education was preferred by three out of four respondents. The selection between a four-year program and a five-year program was nearly balanced as well. (Coincidentally, in developing the UNR dual program, the staff was careful to maintain an equal division between liberal arts and education.)

c. The majority of course work in teacher education and the four year liberal arts plus fifth year in elementary or special education received an almost random placement across the five choices. Neither option drew strong support.

Descriptions of the population of elementary and special education teachers who responded to the questionnaire:

1. Urban - Rural

Total	Nevada	Other States
Urban 102	45	57
Rural 81	39	42

2. Degrees Represented -- 84 respondents from Nevada:

UNR graduate - 35
UNLV graduate - 9
Other colleges - 45

3. Degrees Represented -- 99 respondents from other states:

BYU - 12
Boise State - 5
Oregon (Eugene) - 5
Other Colleges - 77

4. All Nevada counties were represented. Replies from Arizona, California, Idaho, Oregon, Utah, and Washington represented 45 separate school districts.

5. For a description of the institutions awarding the degrees, years of teaching experience by respondents and representative school districts, see Appendix D.

Elementary and Special Education College Teacher-Trainer Responses
(All responses were from college and university personnel outside of Nevada.)

Question 1: *In view of what we have proposed as a joint training program, if you had a choice of which training program prospective teachers could attend, what would be your order of preference?*

	Percent Rank	
	Choice 1 & 2	Choice 3 & 4
A - 4 yr Undergrad Program	36%	64%
B - UNR-Dual Program	80%	20%
C - Liberal Arts + 5th yr Education	33%	67%
D - 4 yr Education + 5th yr Internship	67%	33%

	Number of Responses by Rank			
	1	2	3	4
A - 4 yr Undergrad Program	2	11	11	12
B - UNR-Dual Program	25	12	5	4
C - Liberal Arts + 5th yr Education	7	5	10	14
D - 4 yr Education + 5th yr Internship	13	12	5	4

Conclusions

a. UNR's dual program was the first choice of teacher trainers. Eighty percent of the respondents ranked the UNR program as first (51 percent) or second (29 percent).

b. The fifth year internship was a strong second choice, receiving a combined 67 percent from the first and second positions.

c. The traditional four years and the liberal arts plus a fifth year in education were ranked significantly below the other two programs. The four year program received 64 percent in positions three and four while the liberal arts plus program received 67 percent of the third and fourth choice votes.

Question 2: *The rural nature of most of Nevada requires that its teachers be both capable and self-reliant. Given our rural geography, which type of training program would best serve the state of Nevada.*

	Percent Rank	
	Choice 1 & 2	Choice 3 & 4
A - 4 yr Undergrad Program	48%	52%
B - UNR-Dual Program	78%	22%
C - Liberal Arts + 5th yr Education	36%	64%
D - 4 yr Education + 5th yr Internship	54%	46%

	Number of Responses by Rank			
	1	2	3	4
A - 4 yr Undergrad Program	3	13	6	10
B - UNR-Dual Program	30	6	6	3
C - Liberal Arts + 5th yr Education	2	9	10	11
D - 4 yr Education + 5th yr Internship	11	6	10	6

Conclusions

a. UNR's dual program was the top choice of teacher educators. Seventy-eight percent ranked the program as their first (62 percent) or second choice (16 percent). The dual program was the only program which had a clear margin of acceptance.

b. The other three programs drew substantially less support as a viable program for a highly rural area. The traditional four year program received 48 percent, the education plus internship, 54 percent and the liberal arts trailed with 36 percent of first and second choice votes.

Question 3: *In preparing beginning teachers, which type of training program would make you most "marketable" as a prospective teacher?*

	Percent Rank	
	Choice 1 & 2	Choice 3 & 4
A - 4 yr Undergrad Program	50%	50%
B - UNR-Dual Program	84%	16%
C - Liberal Arts + 5th yr Education	15%	85%
D - 4 yr Education + 5th yr Internship	64%	36%

	Number of Responses by Rank			
	1	2	3	4
A - 4 yr Undergrad Program	3	14	8	11
B - UNR-Dual Program	30	6	6	2
C - Liberal Arts + 5th yr Education	2	5	13	14
D - 4 yr Education + 5th yr Internship	13	11	8	5

Conclusions

a. UNR's dual program was again the first choice of teacher trainers. Eighty-four percent of the respondents ranked the program as first (68 percent) or second (16 percent).

b. The second choice was the four year education plus a fifth year internship. Sixty-four percent ranked this area as first (33 percent) or second (31 percent).

c. The traditional four year program received so-so support. It should be noted, however, that the strength of the responses were basically second choices with a 41 percent figure.

d. The liberal arts plus education program was ranked as third (42.5 percent) and fourth (42.5 percent) choices. College educators do not see training in this area as helping the "marketability" of the student.

Question 4: Beginning teachers almost always indicate that practicum and student teaching are their most meaningful experiences. Which program option best provides for this type of hands-on experience?

	Percent Rank	
	Choice 1 & 2	Choice 3 & 4
A - 4 yr Undergrad Program	62%	38%
B - UNR-Dual Program	67%	33%
C - Liberal Arts + 5th yr Education	17%	83%
D - 4 yr Education + 5th yr Internship	80%	20%

	Number of Responses by Rank			
	1	2	3	4
A - 4 yr Undergrad Program	2	18	6	7
B - UNR-Dual Program	19	6	14	2
C - Liberal Arts + 5th yr Education	2	4	8	20
D - 4 yr Education + 5th yr Internship	23	8	5	3

Conclusions

a. The four year education plus a fifth year internship was the first choice. Eighty percent ranked it first (60 percent) or second (20 percent).

b. The UNR program was second by a narrow margin over the traditional program (67 percent to 62 percent). However, the dual program had 44 percent of first choice votes compared to six percent for the traditional program.

c. There was almost complete rejection of the liberal arts program for providing practicum experience. Only 6 percent gave a number one response with a total of 17 percent in the first and second position.

Question 5: *Since education is no longer attracting large numbers of the more capable students, which type of training program stands the best chance of providing the training necessary to make up for the native talent that may be absent?*

	Percent Rank	
	Choice 1 & 2	Choice 3 & 4
A - 4 yr Undergrad Program	34%	66%
B - UNR-Dual Program	65%	35%
C - Liberal Arts + 5th yr Education	52%	48%
D - 4 yr Education + 5th yr Internship	74%	26%

	Number of Responses by Rank			
	1	2	3	4
A - 4 yr Undergrad Program	2	10	11	9
B - UNR-Dual Program	17	7	9	6
C - Liberal Arts + 5th yr Education	8	9	6	10
D - 4 yr Education + 5th yr Internship	17	10	5	5

Conclusions

a. The most significant data from Question 5 were the rejection of the traditional program by teacher trainers. Sixty-six percent ranked the question in the last two positions. Ninety-four percent ranked it in the second through fourth positions. This was an almost total rejection of the traditional four year programs being sufficient to develop the training capabilities of prospective teachers.

b. The internship and the UNR program (74 to 65 percent) were both seen as being appropriate in developing teacher talent.

c. The liberal arts plus education showed a random scatter which approaches a pure chance response. No clear agreement on the capability of the liberal arts system was shown on this question.

Question 6: *With respect to course work in liberal arts instruction, which of the following contributed most to a preparation of a knowledgeable and capable teacher?*

	Percent Rank by Choice				
	1	2	3	4	5
A - Balance-Liberal Arts/4 yr Educ	28%	49%	23%	0%	0%
B - Balance-Liberal Arts/5 yr Educ	77%	20%	0%	3%	0%
C - Liberal Arts-Few Education	0%	0%	20%	47%	33%
D - Teacher Educ-Few Liberal Arts	5%	3%	14%	32%	46%
E - 4 yr Liberal Arts-5th Education	12%	23%	35%	15%	15%

	Number of Responses by Rank				
	1	2	3	4	5
A - Balance-Liberal Arts/4 yr Educ	11	19	9	0	0
B - Balance-Liberal Arts/5 yr Educ	30	8	0	1	0
C - Liberal Arts-Few Education	0	0	7	16	11
D - Teacher Educ-Few Liberal Arts	2	1	5	12	17
E - 4 yr Liberal Arts-5th Education	4	8	12	5	5

Conclusions

There were five possible placements in Question 6. Respondents were asked to rank possible programs from most to least desirable.

a. A balance between liberal arts and education was the preferred mode among teacher trainers. A five year program was favored over the four years.

b. Liberal arts with a minimum of education received zero responses in the first and second positions.

c. Education with a minimum of liberal arts received nine percent in the first two positions. Apparently, the rejection of this concept was as strong as the rejection of an all liberal arts program.

d. Four years of liberal arts with a fifth year education program was also viewed as an undesirable program. Only 13 percent chose it first (nine percent) or second (four percent).

Population Description:

a. Urban university programs responding 15
Rural university programs responding 11
Urban and rural university programs responding 10

b. Respondents by State:

California	9
Idaho	6
Washington	10
Utah	10
Oregon	4
Arizona	6
No responses	3

c. 48 universities contacted:

Out-of-State	48
In-State	0

Elementary School Administrator Responses

Question 1: *In view of what we have proposed as a joint training program, if you had a choice of which training program your prospective teachers could attend, what would be your order of preference?*

	Percent Rank	
	Choice 1 & 2	Choice 3 & 4
A - 4 yr Undergrad Program	26%	74%
B - UNR-Dual Program	62%	38%
C - Liberal Arts + 5th yr Education	33%	67%
D - 4 yr Education + 5th yr Internship	83%	17%

	Number of Responses by Rank			
	1	2	3	4
A - 4 yr Undergrad Program	6	5	10	14
B - UNR-Dual Program	13	17	11	6
C - Liberal Arts + 5th yr Education	7	9	7	20
D - 4 yr Education + 5th yr Internship	29	12	6	3

Conclusions

a. Elementary administrators chose the fifth year internship as their first choice in this question and in the following four questions. Percentages ranged from 73 percent to 94 percent.

b. UNR's dual program was the only other choice to receive a favorable rating. Sixty-two percent rated the dual program as number one (27 percent) or two (35 percent).

c. The liberal arts program had 67 percent and the traditional program had 74 percent in the negative (three and four) positions.

d. Elementary administrators like the concept of the fifth year internship. However, companion research shows they do not want to bear the costs of such programs. The high rating therefore may be a "false echo."

e. The pattern as reported for Question 1 continues with little change through Question 5, with one exception. In Question 5, the elementary administrators rank the UNR dual program as equal to the fifth year internship. This ranking came from a strong combination of first and second choice responses.

Question 2: The rural nature of most of Nevada requires that its teachers be both capable and self-reliant. Given our rural geography, which type of training program would best serve the State of Nevada?

	Percent Rank	
	Choice 1 & 2	Choice 3 & 4
A - 4 yr Undergrad Program	30%	70%
B - UNR-Dual Program	64%	36%
C - Liberal Arts + 5th yr Education	32%	68%
D - 4 yr Education + 5th yr Internship	86%	14%

	Number of Responses by Rank			
	1	2	3	4
A - 4 yr Undergrad Program	6	8	13	18
B - UNR-Dual Program	17	14	13	4
D - Liberal Arts + 5th yr Education	7	7	11	20
D - 4 yr Education + 5th yr Internship	24	18	6	2

Question 3: *In preparing beginning teachers, which type of training program would make you the most "marketable" as a prospective teacher?*

	Percent Rank	
	Choice 1 & 2	Choice 3 & 4
A - 4 yr Undergrad Program	26%	74%
B - UNR-Dual Program	70%	30%
C - Liberal Arts + 5th yr Education	33%	67%
D - 4 yr Education + 5th yr Internship	84%	16%

	Number of Responses by Rank			
	1	2	3	4
A - 4 yr Undergrad Program	3	9	16	17
B - UNR-Dual Program	16	17	12	4
C - Liberal Arts + 5th yr Education	6	9	11	20
D - 4 yr Education + 5th yr Internship	30	12	5	3

Question 4: *Beginning teachers almost always indicate that practicum and student teaching are their most meaningful experiences. Which program option best provides for this type of hands-on experience?*

	Percent Rank	
	Choice 1 & 2	Choice 3 & 4
A - 4 yr Undergrad Program	35%	65%
B - UNR-Dual Program	61%	39%
C - Liberal Arts + 5th yr Education	27%	73%
D - 4 yr Education + 5th yr Internship	94%	6%

	Number of Responses by Rank			
	1	2	3	4
A - 4 yr Undergrad Program	4	11	12	17
B - UNR-Dual Program	7	22	15	3
C - Liberal Arts + 5th yr Education	3	8	9	18
D - 4 yr Education + 5th yr Internship	40	7	2	3

Question 5: *Since education is no longer attracting large numbers of the more capable students, which type of training program stands the best chance of providing the training necessary to make up for the native talent that may be absent?*

	Percent Rank	
	Choice 1 & 2	Choice 3 & 4
A - 4 yr Undergrad Program	33%	67%
B - UNR-Dual Program	73%	27%
C - Liberal Arts + 5th yr Education	34%	66%
D - 4 yr Education + 5th yr Internship	73%	27%

	Number of Responses by Rank			
	1	2	3	4
A - 4 yr Undergrad Program	5	9	11	18
B - UNR-Dual Program	17	16	9	3
C - Liberal Arts + 5th yr Education	4	10	12	16
D - 4 yr Education + 5th yr Internship	25	8	10	4

Question 6: With respect to course work in liberal arts instruction, which of the following contribute most to the preparation of a knowledgeable and capable teacher?

	Percent Rank by Choice				
	1	2	3	4	5
A - Balance-Liberal Arts/4 yr Educ	17	27	40	16	0
B - Balance-Liberal Arts/5 yr Educ	54	26	12	6	2
C - Liberal Arts-Few Education	2	5	18	32	43
D - Teacher Educ-Few Liberal Arts	15	13	15	24	33
E - 4 yr Liberal Arts-5th Education	27	29	10	17	17

	Number of Responses by Rank				
	1	2	3	4	5
A - Balance-Liberal Arts/4 yr Educ	8	12	18	7	0
B - Balance-Liberal Arts/5 yr Educ	26	13	6	3	1
C - Liberal Arts-Few Education	1	2	7	14	19
D - Teacher Educ-Few Liberal Arts	7	6	7	11	15
E - 4 yr Liberal Arts-5th Education	13	14	5	8	8

Conclusions

a. Elementary administrators favor the balance between liberal arts and education in a five year program. Based on earlier responses, they would prefer the fifth year as an internship.

Population Description:

	Other States	Nevada
Urban	18	12
Rural	12	11
Urban and Rural	3	1
NA	1	

Returns:

States	Number	Nevada Counties	Number
Arizona	3	Clark	5
California	12	Washoe	5
Idaho	8	Carson City	2
Oregon	1	Nye	2
Utah	7	Churchill	2
Washington	2	Mineral	1
		Storey	1
		Lincoln	1
		Lyon	1
		Elko	1
		Humboldt	1
		Douglas	1

Comments by Elementary and Special Education Teachers, Elementary School Administrators and College Faculty Preparing Elementary and Special Education Teachers for Questions 7-13

Question 7: If the combined elementary and special education program were to be modified or expanded, how would you recommend this be done?

a. Elementary and Special Education Teachers

Many of the teachers responding to this question felt that students need earlier experiences with children and more experiences in the classroom prior to student teaching while a substantial number stated that the combined program as outlined appeared to meet the current needs for adequate teacher preparation. Several teachers felt that special education training should be a graduate program with teachers having regular classroom experience before going into special education. Another group indicated that more course work in different areas of special education should be included to fully qualify a teacher for special education.

Six teachers commented that five years would be needed to complete the program, while five others suggested the addition of an internship.

b. Elementary and Special Education Administrators

The majority of the administrators also emphasized the need for more and earlier classroom experiences with children. About half of the administrators supported an internship while only one suggested a five year program.

c. College Faculty Preparing Elementary and Special Education Teachers

College faculty suggested several additions to the combined program without any consensus among the respondents. Seven faculty members

indicated a need for a fifth year while four suggested the addition of an internship. Six stated that more course work was needed in special education for adequate preparation as a special education teacher while four would add more work in assessment and classroom management and three would make provisions for more electives.

d. Summary of All Responses

The consensus of all groups was that earlier and more classroom experiences were needed, and that the UNR joint program would meet those training needs. Teachers gave moderate support, while administrators gave strong support to an internship. College faculty members in modest numbers were the only group supporting a five year program. There was concern voiced about the adequacy of preparation of special education teachers in the joint program. Several faculty felt that the preparation of special education teachers should be limited to a graduate program.

Question 8: Given current levels of beginning teacher salaries, would a fifth year of preparation discourage individuals from choosing teaching as a career?

a. Elementary and Special Education Teachers Yes 127 No 63

The majority of teachers responding to this question felt that requiring a fifth year of preparation would discourage many prospective teachers from entering the profession. The extra costs in both time and money were seen as incompatible with teachers' salaries, which are lower than other fields requiring only four years of preparation. Despite this discrepancy in costs and salary benefits, several teachers indicated that students would put forth the extra preparation effort if it would count on the teacher's entry salary scale. Many teachers felt the additional costs would not deter students who really want to teach, since individuals go into teaching for rewards other than money.

A small number of teachers suggested that the equivalent of a fifth year be required for permanent certification. This work would be done during the summer months within a specified time (4-5 years) allowed for completion. These respondents felt that such course work, done after some experience, would be more effective than the extra work completed before teaching.

b. Elementary and Special Education Administrators Yes 34 No 18

Most of the administrators responding were convinced that adding a fifth year for teacher preparation would discourage the majority of promising students from entering education. However, several administrators believed that some quality students would expend the extra time and cost if their beginning salary could be higher to reflect the extra preparation. On the other hand, it was acknowledged that this could not occur in most school districts. In contrast, there were 12 administrators who did not see the additional costs as a deterrent for those dedicated to teaching.

c. College Faculty Preparing Elementary and Special Education Teachers
Yes 30 No 14

An overwhelming majority of the college faculty believed that a five-year program would eliminate students who could go into other fields and would lead to lower quality teachers. A few suggested that increasing the starting salary might alleviate this problem. The college faculty did not believe that students would accept added financial hardships because of altruistic desires to become teachers. Again, three college faculty suggested the equivalent of a fifth year be obtained over an extended period.

d. Summary of All Responses

A large majority of all groups responded that the additional costs in time and money, especially when compared with a teacher's entry level salary, would exert a negative influence on students' decisions concerning entering teaching. They felt that the more able students would select other fields unless teacher salaries were increased and credits given on the salary scale for the extra preparation. At the same time all groups felt that school districts would be unable to pay these increased costs.

A minority of the teachers and administrators felt that quality students would continue to select teaching as a profession despite the extra commitment required. The college faculty respondents did not agree.

There was moderate support by teachers and college faculty for requiring the completion of a fifth-year program over an extended period prior to permanent certification.

Question 9: What are the advantages and disadvantages of changing from a four-year teacher preparation program to a five-year teacher preparation program?

a. Elementary and Special Education Teachers

Advantages -- A majority of teachers listed the opportunity for more "hands-on" classroom experiences as the main advantage of a five-year program. Others indicated that the additional time could be used to take course work, which they saw as leading to better preparation. A certain number of teachers also saw the additional requirements as a means of "weeding out" less dedicated and incompetent teacher candidates. Many teachers, however, stated they saw no advantage to the five-year program.

Disadvantages -- Disadvantages were seen as cost to students and also to school districts resulting in fewer teachers being hired. Teachers especially stressed the fact that most teacher candidates need to become employed by the end of four years and that the extra year spent in preparation would be a heavy burden. They felt the extra time commitment would lead many students into other fields of study or into better paying occupations that require a fifth year. Several teachers stated that five years could lead to student "burn-out" while

others felt the additional study would be much more beneficial after the candidate has some experience with classroom teaching.

b. Elementary and Special Education Administrators

Advantages -- Most of the administrators cited the opportunity for extended classroom experiences as the major benefit of a five-year program. Some mentioned the deterrent factor for the less dedicated student, while others believed the teacher candidate from a five-year program would have acquired a better background in the content areas for teaching.

Disadvantages -- The administrators were especially concerned about the impact on school finances resulting from a five-year program. They felt school districts would have difficulty paying for higher salaries generated through increased qualifications. They saw schools looking for graduates of four-year programs or hiring fewer teachers. They also indicated that the additional time factor would cause many able students to select other areas as a profession.

c. College Faculty Preparing Elementary and Special Education Teachers

Advantages -- An advantage cited by a limited number of college faculty was better preparation, which included opportunities for more classroom experiences, specializing and time to develop a strong liberal arts background.

Disadvantages -- The college faculty were especially concerned that many of the better students needed in our schools would be eliminated by the extra time factor as well as by other extra costs. They pointed out that scholarship, loan, and other financial limitations generally necessitate four years of preparation and that an additional year could pose unexpected problems. Several of these respondents also stated that there is no research supporting the superiority of a five-year program. In fact, some college faculty were concerned that a five-year program might focus more on building liberal arts expertise rather than on acquiring teaching skills.

d. Summary of All Responses

Advantages -- The main advantage of an extended teacher preparation program was the time for extended field experiences in public school classrooms. Another plus was seen as time for more preparation. Teachers and administrators saw this as an opportunity for more in-depth work in teaching, while a few college faculty would use this time for additional liberal arts study as well as more work on instructional strategies.

Disadvantages -- The major disadvantages of a five-year program related to financial costs for students and school districts as well as time costs for students. The administrators and teachers were especially concerned about the impact on a school district's finances as a result of being required to pay higher entry salaries due to the increased qualifications of the beginning teacher. All groups felt this

would lead to fewer teachers being hired, with a resulting increase in class sizes. The second major concern dealt with the time costs to students. They saw a program requiring more than four years as causing problems related to scholarships, loan eligibility and other financial limitations. Most respondents believed the additional time commitment would lead the majority of able students to enter programs where they could complete their training in four years or they would choose a program where five years of study would lead to a higher income. Several teachers also cited a five-year program as leading to student "burn-out", while others indicated that the additional study would be much more beneficial after the candidate had some experience with actual classroom teaching.

Question 10: If UNR were to adopt a teacher training model similar to California, which requires a liberal arts major and baccalaureate degree prior to a fifth year in elementary or special education, would this make for a more competent teacher?

a. Elementary and Special Education Teachers Yes 63 No 108

While some teachers felt this program would give teachers more general knowledge and background, the majority felt that a liberal arts degree does not provide the background and skills needed to be an effective elementary or special education teacher. Some felt this program would encourage more specialization in different content areas instead of focusing on the skills of teaching. Many teachers stated that, "You can't cram all of teacher preparation into one year." Most stressed the need for more field experiences.

b. Elementary and Special Education Administrators Yes 24 No 21

Although administrators felt that teachers with a liberal arts degree would have a broader background, they were very concerned about teacher candidates trying to acquire teaching skills in one year and the lack of in-class experiences prior to student teaching. Extra experience is always desirable. Most stressed that students needed more studies involving educational strategies and that trainees should start working with children in classrooms by their sophomore level.

c. College Faculty Preparing Elementary and Special Education Teachers
Yes 13 No 25

Many college faculty expressed concern about their experiences with this type of program. They felt that the students who came into teaching from a liberal arts degree did not have a good liberal arts background and that often these courses were "watered down." In addition, the liberal arts program did not prepare teacher candidates for teaching. Many stressed the fact that everything needed to teach elementary students could not be learned in one year. It was also mentioned that the graduate year (fifth year) was much too late to start working with children in the classroom. Several respondents indicated that the California program had not shown any general improvement in the quality of new teachers with three citing research stating that the only effective fifth year program was the use of supervised internships after completing a teacher preparation program.

d. Summary of All Responses

While some respondents indicated that a five-year program could prepare a more competent teacher, all stressed that the content and the organization of such a program would make a significant difference. They were especially concerned with attempting to "cram all of teacher preparation into one year." Teachers, administrators, and college faculty were equally emphatic about the need for more focus on the acquisition of the skills of teaching and the necessity for extensive field experiences with children beginning no later than the sophomore year. A majority, especially of the experienced teachers, stated that the liberal arts degree led to specialization in one particular content field and did not prepare elementary and special education teachers with the background needed to deal with the diversities encountered in the elementary school classroom. Several respondents indicated that the California program had not led to any general improvement in the quality of new elementary and special education teachers. College faculty cited research showing that the only effective fifth year program was the use of supervised internships after completing a teacher preparation program.

Question 11: What have been your major frustrations regarding your (teachers') total college experiences, including liberal arts studies and teacher preparation (i.e., the kind of courses or lack of)?

a. Elementary and Special Education Teachers

The foremost concern of all the teacher respondents was their lack of early and varied experiences working with children in classrooms prior to student teaching. Many suggested that some classroom experiences are needed before taking methods courses as well as stressing that a classroom practicum is essential for any methods class. While many teachers felt they had been required to take too many liberal arts courses, their concern with professional education courses dealt with the content of the courses rather than with the number. Many respondents stated that the content of many courses, both education and liberal arts, was too "textbook" oriented, emphasizing theory without translating the theory into classroom action. They cited the need for learning to relate theory and content to the classroom. As some expressed, they wanted "how to do" rather than simply "what one should do." Another concern in this area dealt with a lack of up-to-date practical ideas for the classroom which respondents often related to a lack of instructor's recent experiences in the classroom or of any elementary teaching experiences.

A second major concern was the lack of instruction in general teaching strategies and, especially, in classroom management skills. Items cited included: organizing the classroom, grouping children, record keeping, scheduling, guiding students' actions, public relations, dealing with parents, and arranging instructional materials. In addition to these general needs, several cited specific course work with the teaching of reading, teaching in primary grades, working with children with special needs, counseling and the use of computers in the classroom.

b. Elementary and Special Education Administrators

The administrators were in agreement with the comment voiced by their teachers. They echoed the need for more practical application of course content and the need for early and concurrent teaching activities in the elementary classroom. The administrators also saw major needs in developing the pre-service teachers' skills in interacting with students and parents as well as skills in planning and classroom organization, including working with students' individual needs.

c. College Faculty Preparing Elementary and Special Education Teachers

College faculty agreed with teachers and administrators regarding the lack of adequate field experiences in classroom settings. A concurrent concern was securing an adequate number of model teachers for these classroom experiences. They also expressed the need for more development of pre-service teachers' skills in classroom organization and management. These respondents expressed concern about the liberal arts or liberal studies programs experienced by their students. They felt that the courses or sections offered for the education students were often of lower quality. Many indicated that although the students had a large number of liberal studies courses, they lacked adequate background in subject areas even for use at the elementary school level. They found many students entering the professional program had less than adequate basic skills in communication and mathematics. Another major frustration faced by many of the college faculty was the lack of time to include all the needed experiences for pre-service teachers to meet the state-mandated requirements that have proliferated the field in recent years.

d. Summary of All Responses

All three groups agreed that the foremost frustration in the preparation of teachers has been the lack of early and varied teaching experiences with children. Concern was expressed about the quality as well as the adequacy of these activities. The content and quality of both the liberal studies courses and the education courses were frequently cited as frustrations. Although adequate in number, liberal studies courses frequently did not appear to develop either the skill or background needed by the students entering elementary and secondary education. Education courses were often described as being too textbook and theory oriented, lacking in practical application to the elementary school classroom. Many respondents cited the need to learn how to function in guiding children's learning. The teachers and administrators expressed a strong need for opportunities for the teacher to develop skills in classroom organization, interaction and management. Other specific needs included course work in the teaching of reading, teaching the primary grades, working with children with special needs, counseling and the use of computers in the classroom. While college faculty expressed some of the same needs, many indicated that the proliferation of mandated courses made it difficult to find time to work adequately with all the pre-service teachers' needs.

Question 12: Would the new UNR combined elementary and special education proposed program alleviate some of the frustration you have experienced?

a. Elementary and Special Education Teachers Yes 99 No 49

Teachers responding to this question felt the program in general would meet many of the teacher education needs. Of special mention were provisions for early involvement with children and for more field experiences prior to student teaching. Many indicated the inclusion of the learning disabilities training would be beneficial for the regular classroom teacher by helping them understand the different child and in being better prepared to meet his/her needs. It was also suggested that dual certification would build cooperation between regular and special education teachers as well as provide expanded employment opportunities. Some felt the program was very demanding and that it could present problems for transfer students. Few were concerned that the program did not fully prepare the special education teacher. Suggestions were also made for limiting the special education courses and for adding a fifth year to accomplish the program. Most of the respondents answering "No" to the question were in agreement with the program, but marked "No" since the program was not a change for them and they were not experiencing any frustration.

b. Elementary and Special Education Administrators Yes 31 No 4

The majority of administrators felt the combined program would prepare teachers to more adequately deal with the realities of today's classrooms. They cited the increased field experiences, more practical courses, and the inclusion of learning disabilities for all pre-service teachers as significant factors. Some districts' benefits included a better understanding of Public Law 94-142 by regular classroom teachers, more flexibility for teacher assignments in rural districts, and an avoidance of teacher burn-out.

c. College Faculty Preparing Elementary and Special Education Teachers
Yes 11 No 19

Several of the respondents saw the UNR program as similar to the program at their campus and were in general agreement. Others responding "yes" to this item felt the program would help teachers be better prepared at meeting all children's individual needs. It would foster cooperation between elementary education and special education teachers and would involve students more extensively with children starting early in their program. Two respondents stated that the program was inadequate for preparing a special education teacher, while two others felt there was too much emphasis on the handicapped learner. Two other respondents cited the limitations of electives and saw this as a problem for transfer students.

d. Summary of All Responses

Respondents from all areas felt that the UNR program outlined would provide both early involvement and extensive guided practicum experiences prior to student teaching. Another benefit of the program was

the inclusion of the learning disabilities area of concentration. They saw this as enabling all teachers to work more effectively with the needs of all children. They also felt that this inclusion would foster cooperation between elementary and special education teachers and would help regular classroom teachers work with the requirements of Public Law 94-142. Both teachers and administrators saw the dual certification providing expanded employment opportunities as well as providing school districts, especially in rural areas, with more flexibility in teacher assignment. A few respondents stated the program tried to do too much and that it did not adequately prepare special education teachers or that electives were limited which could cause problems for transfer students.

Question 13: Do you favor a teacher preparation program followed by a university/employer supervised first year teaching experience?

a. Elementary and Special Education Teachers Yes 136 No 55

Only 65 respondents made comments on this item in addition to checking "yes" or "no." Of those making comments, the majority stressed the importance of such an experience being a guided supportive program rather than being involved with evaluation. Many of the respondents felt the supervisor should be someone within the school building: a master teacher, a buddy, a team, or the principal. Ten felt the guidance provided during the first year should be an employer responsibility only. Many teachers felt such a program would be too costly in terms of time and money unless it was a paid internship. Even then there would be a problem of placement and concern whether this year would be part of the probation year. The major benefit cited was the unconditional support of an experienced person while a few suggested that such a supervised period could weed out the uninterested or incapable teacher.

b. Elementary and Special Education Administrators Yes 34 No 16

Only nine administrators added comments to this question, with five stating that the supervision should be done by the employer only. Other comments were in agreement with the teacher responses. One person, however, suggested that students secure employment in widely scattered locations, making the program unworkable.

c. College Faculty Preparing Elementary and Special Education Teachers
Yes 34 No 6

Twenty faculty members commented on this question. Four indicated that the mobility of their graduates would make supervision of such a program impossible. Other respondents indicated that first year support was needed as was appropriate feedback to beginning teachers. They felt that this could be accomplished on an in-building basis. Three faculty members felt that concurrent experiences were better, while another respondent believed that a fifth year would be better spent in getting in-depth special training on campus.

d. Summary of All Responses

Several teachers and college faculty felt an additional year would be too costly unless this was a paid internship. However, the majority of the respondents felt that such a program would be beneficial in several ways. Teachers were especially interested in the support and guidance provided by such a program. Both administrators and teachers suggested employer supervision use someone within the building to whom the teacher could turn rather than having only a short visit periodically. A few people mentioned the opportunity for improving school/university cooperation and for providing feedback to the teacher preparation program.

Secondary Education

The Secondary Education section also involved three separate groups of respondents -- secondary teachers, college faculty, and high school administrators. Individuals from each group were provided with the following description and directions for completing the questionnaire.

> The College of Education at the University of Nevada, Reno has recently undergone an extensive program review. From the results of this review, there is a possibility that teacher training for secondary education may be extended to a five-year program of unspecified design. We have prepared the following questionnaire in order to gather objective external opinion about the merits and disadvantages of various program preparation options. Please take the few minutes necessary to complete the questionnaire and return it to us. Your input will be extremely valuable in determining the future direction of secondary teacher education at our institution. Thank you!

The first six questions were of a multiple choice format, with identical multiple choice options for each of the three groups of respondents. The choice of options for the first five questions were as follows:

____A. A four year undergraduate teacher preparation program in secondary education.
____B. A four year undergraduate program involving two years of Arts and Science followed by formal admission into the College of Education secondary teacher training program.
____C. Four years of liberal arts preparation with a fifth year in secondary teacher education (including student teaching).
____D. A four year undergraduate teacher preparation program in secondary education (including student teaching) followed by a fifth year teaching internship.

The optional choices for Question 6 were:

____A. A balance between liberal arts studies and teacher education combined into a four year program.
____B. A balance between liberal arts studies and teacher education combined into a five year program.

___C. Requiring the majority of course work in liberal arts with only a few courses in teacher education.
___D. Requiring the majority of course work in teacher education with only a few courses in liberal arts.
___E. Requiring all but a fifth year in liberal arts.

Instructions for completing multiple choice questions 1-6:

"This section's questions are in a multiple option format. In the spaces at the left, rank order each optional response providing a "1" for your preferred choice, a "2" for your second choice, and so on."

Secondary Education Teacher Responses:

Question 1: *If you had a choice of which type of secondary teacher training program you could attend, what would be your order of preference?*

	Percent Rank	
	Choice 1 & 2	Choice 3 & 4
A - 4 yr Undergraduate Program	51%	49%
B - 2 yrs A&S + Admission to Sec Ed	64%	36%
C - Liberal Arts + 5th yr Sec Ed	52%	48%
D - 4 yr Educ + 5th yr Internship	50%	50%

	Number of Responses by Rank			
	1	2	3	4
A - 4 yr Undergraduate Program	54	39	37	52
B - 2 yrs A&S + Admission to Sec Ed	44	72	45	19
C - Liberal Arts + 5th yr Sec Ed	64	31	40	48
D - 4 yr Educ + 5th yr Internship	57	35	44	47

Conclusion

There were no overwhelming choices as to secondary teachers' preferences. This was true for teachers from both rural and urban schools. Based upon the large number of second choice votes, formal admission into secondary education did show some strength, inasmuch as an admission policy was perceived as a worthwhile standard. The liberal arts plus a fifth year of secondary education, however, did receive the largest number of first choice votes.

Question 2: *Given the rural nature of most western states, which type of secondary training would best serve this rural need?*

	Percent Rank	
	Choice 1 & 2	Choice 3 & 4
A - 4 yr Undergraduate Program	53%	47%
B - 2 yrs A&S + Admission to Sec Ed	60%	40%
C - Liberal Arts + 5th yr Sec Ed	52%	48%
D - 4 yr Educ + 5th yr Internship	55%	45%

	Number of Responses by Rank			
	1	2	3	4
A - 4 yr Undergraduate Program	56	39	33	52
B - 2 yrs A&S + Admission to Sec Ed	39	67	52	20
C - Liberal Arts + 5th yr Sec Ed	65	31	40	48
D - 4 yr Educ + 5th yr Internship	59	39	39	44

Conclusions

a. Once again, there was no clear choice on the various options in response to Question 2. The trend was to favor two years of Arts and Science followed by formal admission into secondary education, or four years of education followed by a fifth year internship.

b. There was a central tendency for Option B in Questions 1 and 2. It was obviously an overwhelming second choice in both questions, inflating the respective percent rank values. The highest individual rank for choice one was a liberal arts program plus a fifth year of secondary education, but even this never exceeded 35 percent of the total number of respondents.

Question 3: *If you were a beginning teacher, which type of secondary training program would make you most "marketable" as a prospective teacher?*

	Percent Rank	
	Choice 1 & 2	Choice 3 & 4
A - 4 yr Undergraduate Program	29%	71%
B - 2 yrs A&S + Admission to Sec Ed	46%	54%
C - Liberal Arts + 5th yr Sec Ed	68%	32%
D - 4 yr Educ + 5th yr Internship	72%	28%

	Number of Responses by Rank			
	1	2	3	4
A - 4 yr Undergraduate Program	20	29	35	89
B - 2 yrs A&S + Admission to Sec Ed	24	56	73	21
C - Liberal Arts + 5th yr Sec Ed	69	58	27	32
D - 4 yr Educ + 5th yr Internship	101	34	27	24

Conclusions

a. Of the four options, the four-year program plus internship was the first choice for expanding the marketability of teachers with 54 percent selecting this as their first option. Option C, 4 years of liberal arts plus a fifth year in education was the second choice.

b. The traditional four-year training program was not seen as improving the marketability of teachers.

c. Both in-state and out-of-state responses expressed similar patterns.

Question 4: *Since education is no longer attracting large numbers of the more capable students, which type of secondary teacher training program stands the best chance of providing the training necessary to make up for the native talent that is absent?*

	Percent Rank	
	Choice 1 & 2	Choice 3 & 4
A - 4 yr Undergraduate Program	32%	68%
B - 2 yrs A&S + Admission to Sec Ed	45%	55%
C - Liberal Arts + 5th yr Sec Ed	68%	32%
D - 4 yr Educ + 5th yr Internship	70%	30%

	Number of Responses by Rank			
	1	2	3	4
A - 4 yr Undergraduate Program	28	28	38	84
B - 2 yrs A&S + Admission to Sec Ed	26	52	75	20
C - Liberal Arts + 5th yr Sec Ed	69	56	28	31
D - 4 yr Educ + 5th yr Internship	95	35	26	29

Conclusion

Options D and C were perceived as holding the most promise in compensating for the talent drain. The traditional four-year training program received the least amount of first and second place votes.

Question 5: Beginning teachers almost always indicate that practicum and student teaching are their most meaningful experiences. Which program option best provides for this hands-on type of experience?

	Percent Rank	
	Choice 1 & 2	Choice 3 & 4
A - 4 yr Undergraduate Program	28%	72%
B - 2 yrs A&S + Admission to Sec Ed	30%	70%
C - Liberal Arts + 5th yr Sec Ed	70%	30%
D - 4 yr Educ + 5th yr Internship	86%	14%

	Number of Responses by Rank			
	1	2	3	4
A - 4 yr Undergraduate Program	19	28	30	92
B - 2 yrs A&S + Admission to Sec Ed	11	40	88	30
C - Liberal Arts + 5th yr Sec Ed	43	83	26	28
D - 4 yr Educ + 5th yr Internship	140	24	14	13

Conclusions

a. Even stronger support was seen for Option D, the four-year program plus fifth year internship, than on the previous questions. Seventy-six percent rated it as their first choice for providing hands-on experience and 86 percent rated it as their first or second choice.

b. In Questions 3, 4, and 5, the pattern clearly indicated that the four-year undergraduate program in secondary education was the first choice when accompanied by a fifth year internship and the last choice without the internship.

Question 6: With respect to course work in liberal arts instruction, which of the following contribute most to the preparation of a knowledgeable and capable secondary teacher?

	Percent Rank by Choice				
	1	2	3	4	5
A - Balance-Liberal Arts/4 yr Educ	21%	22%	22%	29%	6%
B - Balance-Liberal Arts/5 yr Educ	26%	29%	34%	10%	1%
C - Liberal Arts-Few Education	27%	18%	12%	24%	19%
D - Teacher Educ-Few Liberal Arts	7%	5%	15%	15%	58%
E - 4 yr Liberal Arts-5th Education	47%	16%	11%	13%	13%

	Number of Responses by Rank				
	1	2	3	4	5
A - Balance-Liberal Arts/4 yr Educ	37	39	39	51	8
B - Balance-Liberal Arts/5 yr Educ	44	50	58	18	2
C - Liberal Arts-Few Education	45	31	20	41	31
D - Teacher Educ-Few Liberal Arts	12	8	25	25	92
E - 4 yr Liberal Arts-5th Education	82	26	19	23	23

Conclusions

a. The secondary education teachers support a strong liberal arts component, but reject the concept of liberal arts with only a few education courses.

b. A balanced program is supported over programs which contain few liberal arts courses, and, conversely, few education courses.

c. A four year liberal arts preparation with a fifth year in secondary education and a balanced fifth year of liberal arts and secondary education instruction were the preferred choices.

Population Description - See Appendix E

High School Areas Served by Teachers

Rural	112
Urban	80
Both	10
N.A.	19
TOTAL	221

Secondary Education College Teacher-Trainer Responses

Question 1: *If you had a choice of which type of secondary teacher preparation program prospective teachers could attend, what would be your order of preference?*

	Percent Rank	
	Choice 1 & 2	Choice 3 & 4
A - 4 yr Undergraduate Program	47%	53%
B - 2 yrs A&S + Admission to Sec Ed	64%	36%
C - Liberal Arts + 5th yr Sec Ed	57%	43%
D - 4 yr Educ + 5th yr Internship	55%	45%

	Number of Responses by Rank			
	1	2	3	4
A - 4 yr Undergraduate Program	3	10	5	10
B - 2 yrs A&S + Admission to Sec Ed	7	14	10	2
C - Liberal Arts + 5th yr Sec Ed	13	4	10	3
D - 4 yr Educ + 5th yr Internship	12	4	10	3

Conclusion

The options that received the most first choices were C & D, four years of liberal arts with a fifth year of education and a four-year undergraduate program with a fifth year internship. The option that received the most second place votes was B, a four-year undergraduate program with two years of Arts & Science followed by formal admission to Secondary Teacher Training.

Question 2: Given the rural nature of most western states, which type of secondary training would best serve this rural need?

	Percent Rank	
	Choice 1 & 2	Choice 3 & 4
A - 4 yr Undergraduate Program	50%	50%
B - 2 yrs A&S + Admission to Sec Ed	60%	40%
C - Liberal Arts + 5th yr Sec Ed	47%	53%
D - 4 yr Educ + 5th yr Internship	56%	44%

	Number of Responses by Rank			
	1	2	3	4
A - 4 yr Undergraduate Program	2	12	4	10
B - 2 yrs A&S + Admission to Sec Ed	9	10	11	2
C - Liberal Arts + 5th yr Sec Ed	8	6	3	13
D - 4 yr Educ + 5th yr Internship	15	2	10	3

Conclusion

The same preferences that held for Question 1 were holding for Question 2. The most combined votes went to Option B, but Option D received the most first place votes. The percentages were 60 and 56 percent favoring B & D as their first and second choices.

Question 3: In preparing beginning teachers, which type of secondary training program would make them most "marketable" as a prospective teacher?

	Percent Rank	
	Choice 1 & 2	Choice 3 & 4
A - 4 yr Undergraduate Program	43%	57%
B - 2 yrs A&S + Admission to Sec Ed	56%	44%
C - Liberal Arts + 5th yr Sec Ed	50%	50%
D - 4 yr Educ + 5th yr Internship	70%	30%

	Number of Responses by Rank			
	1	2	3	4
A - 4 yr Undergraduate Program	3	9	5	11
B - 2 yrs A&S + Admission to Sec Ed	7	11	11	3
C - Liberal Arts + 5th yr Sec Ed	10	6	3	13
D - 4 yr Educ + 5th yr Internship	15	4	7	1

Conclusion

The preference (70 percent) definitely favors four years of teacher preparation, including student teaching, followed by a fifth year teaching internship for teacher marketability.

Question 4: Since education is no longer attracting large numbers of the more capable students, which type of secondary teacher training program stands the best chance of providing the training necessary to make up for the native talent that may be absent?

	Percent Rank	
	Choice 1 & 2	Choice 3 & 4
A - 4 yr Undergraduate Program	54%	46%
B - 2 yrs A&S + Admission to Sec Ed	65%	35%
C - Liberal Arts + 5th yr Sec Ed	41%	59%
D - 4 yr Educ + 5th yr Internship	54%	46%

	Number of Responses by Rank			
	1	2	3	4
A - 4 yr Undergraduate Program	5	8	3	8
B - 2 yrs A&S + Admission to Sec Ed	7	10	7	2
C - Liberal Arts + 5th yr Sec Ed	8	3	6	10
D - 4 yr Educ + 5th yr Internship	10	4	8	4

Conclusion

Option B was perceived as holding the most promise to offset the talent drain when considering both first and second choices. When considering just the number of first choices, the fifth year plus internship was preferred.

Question 5: Beginning teachers almost always indicate that practicum and student teaching are their most meaningful experiences. Which program option best provides you this hands-on type of experience?

	Percent Rank	
	Choice 1 & 2	Choice 3 & 4
A - 4 yr Undergraduate Program	61%	39%
B - 2 yrs A&S + Admission to Sec Ed	37%	63%
C - Liberal Arts + 5th yr Sec Ed	40%	60%
D - 4 yr Educ + 5th yr Internship	80%	20%

	Number of Responses by Rank			
	1	2	3	4
A - 4 yr Undergraduate Program	3	13	5	7
B - 2 yrs A&S + Admission to Sec Ed	5	7	16	4
C - Liberal Arts + 5th yr Sec Ed	6	6	3	15
D - 4 yr Educ + 5th yr Internship	20	4	4	2

Conclusion

Again the overwhelming choice for gaining experience is to complete four years including student teaching and serve a fifth year internship.

Question 6: With respect to course work in liberal arts instruction, which of the following contributes most to the preparation of a knowledgeable and capable secondary teacher?

	Percent Rank by Choice				
	1	2	3	4	5
A - Balance-Liberal Arts/4 yr Educ	27%	37%	27%	9%	0%
B - Balance-Liberal Arts/5 yr Educ	58%	18%	9%	12%	3%
C - Liberal Arts-Few Education	4%	4%	19%	42%	31%
D - Teacher Educ-Few Liberal Arts	0%	4%	8%	26%	62%
E - 4 yr Liberal Arts-5th Education	23%	27%	27%	13%	10%

	Number of Responses by Rank				
	1	2	3	4	5
A - Balance-Liberal Arts/4 yr Educ	8	11	8	3	0
B - Balance-Liberal Arts/5 yr Educ	19	6	3	4	1
C - Liberal Arts-Few Education	1	1	5	11	8
D - Teacher Educ-Few Liberal Arts	0	1	2	7	16
E - 4 yr Liberal Arts-5th Education	7	8	8	4	3

Conclusions

a. The five year balance between liberal arts and education was the top choice of teacher educators.

b. Opinions were split evenly between the balanced four-year liberal arts plus education program and the four-year liberal arts with a fifth year in education.

c. The other two choices are basically rejected.

Returns by State - Number of Universities from the State

State	Returns	Different University Programs
Washington	8	5
Arizona	5	2
Utah	9	5
Idaho	3	2
California	5	4
Oregon	3	2

Years of Experience in Present Position

Years	Number of Teachers	Years	Number of Teachers
1	2	15	2
2	2	16	3
3	0	17	0
4	2	18	0
5	2	19	0
6	2	20	2
7	0	21	1
8	1	22	0
9	2	23	1
10	1	24	0
11	0	25	0
12	3	26	1
13	2		
14	3	No Answer	3

High School Administrator Responses

Question 1: *If you had a choice of which type of secondary teacher training program your prospective teachers could attend, what would be your order of preference?*

	Percent Rank	
	Choice 1 & 2	Choice 3 & 4
A - 4 yr Undergraduate Program	40%	60%
B - 2 yrs A&S + Admission to Sec Ed	53%	47%
C - Liberal Arts + 5th yr Sec Ed	53%	47%
D - 4 yr Educ + 5th yr Internship	72%	28%

	Number of Responses by Rank			
	1	2	3	4
A - 4 yr Undergraduate Program	8	9	10	15
B - 2 yrs A&S + Admission to Sec Ed	10	14	15	6
C - Liberal Arts + 5th yr Sec Ed	13	14	13	11
D - 4 yr Educ + 5th yr Internship	26	6	6	7

Conclusions

a. The first choice of the responding administrators was the four-year undergraduate preparation program including student teaching with a fifth year internship. Seventy-two percent ranked the internship first (59 percent) or second (13 percent).

b. The second area was a tie between the four-year liberal arts with a fifth year in secondary education including student teaching and two years of arts and science followed by formal admission into secondary education. Fifty-three percent chose these as their first and second choice.

c. The traditional four-year program received the least support from administrators. Sixty percent ranked this program in the third and fourth positions.

Question 2: *Given the rural nature of most western states, which type of secondary program would best serve this rural need?*

	Percent Rank	
	Choice 1 & 2	Choice 3 & 4
A - 4 yr Undergraduate Program	38%	62%
B - 2 yrs A&S + Admission to Sec Ed	57%	43%
C - Liberal Arts + 5th yr Sec Ed	60%	40%
D - 4 yr Educ + 5th yr Internship	69%	31%

	Number of Responses by Rank			
	1	2	3	4
A - 4 yr Undergraduate Program	8	7	10	14
B - 2 yrs A&S + Admission to Sec Ed	9	16	16	3
C - Liberal Arts + 5th yr Sec Ed	14	14	6	13
D - 4 yr Educ + 5th yr Internship	25	6	6	8

Conclusions

a. The same pattern established in Question 1 was carried over into Question 2. The fifth year internship was the favorite and the traditional training program was rejected. There was almost a tie again between liberal arts and the liberal arts plus formal admission to secondary education with each of the latter two running about 60-40 in favor of the program.

b. Rural responses were at the same level, favoring the internships plus four years training.

Question 3: *In preparing beginning teachers, which type of secondary training program would make you most "marketable" as a prospective teacher?*

	Percent Rank	
	Choice 1 & 2	Choice 3 & 4
A - 4 yr Undergraduate Program	28%	72%
B - 2 yrs A&S + Admission to Sec Ed	40%	60%
C - Liberal Arts + 5th yr Sec Ed	65%	35%
D - 4 yr Educ + 5th yr Internship	80%	20%

	Number of Responses by Rank			
	1	2	3	4
A - 4 yr Undergraduate Program	2	9	11	17
B - 2 yrs A&S + Admission to Sec Ed	7	10	18	8
C - Liberal Arts + 5th yr Sec Ed	15	15	4	12
D - 4 yr Educ + 5th yr Internship	32	7	7	2

Conclusions

a. The choices of the administrators were more clear when the "marketability" factor was considered. Eighty percent ranked the fifth year internship number one (65 percent) or number two (15 percent).

b. The four-year liberal arts with a fifth year in secondary education, including student teaching, was the clear number two choice compiling sixty-five percent of the first and second choice votes.

c. The other two proposed systems were rejected with 60 percent and 72 percent ranking them in the last two positions.

Question 4: Since education is no longer attracting large numbers of more capable students, which type of secondary teacher training program stands the best chance of providing the training necessary to make up for the native talent that may be absent?

	Percent Rank	
	Choice 1 & 2	Choice 3 & 4
A - 4 yr Undergraduate Program	39%	61%
B - 2 yrs A&S + Admission to Sec Ed	55%	45%
C - Liberal Arts + 5th yr Sec Ed	62%	38%
D - 4 yr Educ + 5th yr Internship	78%	22%

	Number of Responses by Rank			
	1	2	3	4
A - 4 yr Undergraduate Program	6	9	10	14
B - 2 yrs A&S + Admission to Sec Ed	11	12	12	7
C - Liberal Arts + 5th yr Sec Ed	12	15	8	9
D - 4 yr Educ + 5th yr Internship	30	5	3	7

Conclusions

a. The fifth year internship program continued as the number one choice of training programs from secondary administrators. Seventy-eight percent (67 percent in position one) chose this program as their first or second choice.

b. The four-year liberal arts plus fifth year education in a secondary program continued as the second choice. Sixty-two percent (31 percent in position one and two) rank it in the top two positions.

c. The positive trend for the two years of liberal arts before admission into secondary education was repeated. Some factor of quality seems to be placed on the later admission by secondary principals.

d. The traditional four-year program was again rejected. (The question of whether a four-year program exists should be brought forth at this time. The average student in secondary education at UNR takes five to five and one-half years with an average 160 semester credits to finish our "four year - 128 semester credit program.")

Questions 5: Beginning teachers almost always indicate that practicum and student teaching are their most meaningful experiences. Which program option best provides for this hands-on type of experience?

	Percent Rank	
	Choice 1 & 2	Choice 3 & 4
A - 4 yr Undergraduate Program	19%	81%
B - 2 yrs A&S + Admission to Sec Ed	42%	58%
C - Liberal Arts + 5th yr Sec Ed	68%	32%
D - 4 yr Educ + 5th yr Internship	87%	13%

	Number of Responses by Rank			
	1	2	3	4
A - 4 yr Undergraduate Program	1	6	12	19
B - 2 yrs A&S + Admission to Sec Ed	8	9	16	8
C - Liberal Arts + 5th yr Sec Ed	8	23	7	6
D - 4 yr Educ + 5th yr Internship	27	2	2	4

Conclusion

Eighty-seven percent (80 percent in first position) rank the internship as the most effective in this area. A bias (good or bad?) showed in that a four-year liberal arts plus fifth year education was ranked higher in hands-on experience than a four-year undergraduate program with early practicum experiences.

Question 6: With respect to course work in liberal arts instruction, which of the following contribute most to the preparation of a knowledgeable and capable secondary teacher?

	Percent Rank by Choice				
	1	2	3	4	5
A - Balance-Liberal Arts/4 yr Educ	24%	19%	38%	16%	3%
B - Balance-Liberal Arts/5 yr Educ	38%	43%	14%	5%	0%
C - Liberal Arts-Few Education	8%	16%	16%	46%	14%
D - Teacher Educ-Few Liberal Arts	9%	6%	9%	18%	58%
E - 4 yr Liberal Arts-5th Education	50%	13%	15%	9%	13%

	Number of Responses by Rank				
	1	2	3	4	5
A - Balance-Liberal Arts/4 yr Educ	9	8	12	6	2
B - Balance-Liberal Arts/5 yr Educ	16	19	6	2	0
C - Liberal Arts-Few Education	3	5	6	17	7
D - Teacher Educ-Few Liberal Arts	3	2	4	6	20
E - 4 yr Liberal Arts-5th Education	23	6	7	4	6

Conclusions

a. High school administrators favor a five-year program. While the number one rank of 50 percent is given to the liberal arts plus a fifth year in secondary education, 81 percent rank a balance between liberal arts and education in a five-year program.

b. The third choice was a balance between liberal arts and education in a four-year program.

c. The concept of all liberal arts and/or education was rejected equally.

Note

Secondary education administrators supported the academic disciplines, five-year programming, and tended to support education as a fifth year factor. The trend was almost directly opposite to the elementary and special education programs findings.

Population Description

Rural Respondents	33
Urban Respondents	20
No Answer	3

Returns

States	Number	Nevada Counties	Number
Arizona	5	Clark	9
California	3	Washoe	9
Idaho	7	Elko	2
Oregon	3	Lyon	2
Utah	2	Douglas	2
Washington	3	Humboldt	1
		Mineral	1
		Lincoln	1
		Nye	1
		Storey	1

Years of Experience in Present Position

Years	Number	Years	Number
1	11	11	3
2	2	12	1
3	5	13	1
4	5	14	-
5	3	15	1
6	3	16	1
7	5	17	2
8	3	18	2
9	1	19	-
10	2	20	1

Own Program Length

4-year	40
5-year	10
No Answer	3

Comments by High School Teachers, High School Administrators, and College Faculty Preparing Secondary Teachers on Questions 7-15

Question 7: Given current levels of beginning teacher salaries, would a fifth year of preparation discourage individuals from choosing teaching as a career?

a. High School Teachers Yes 157 No 48

The majority of responders to this question felt that a fifth year of preparation would discourage individuals from going into teaching because of economic considerations. They pointed out that a college education is expensive, teachers' salaries are low compared to other occupational salaries, and that many students have to borrow money to go to school. A fifth year of college would cause many of them to opt for higher paying careers in other fields. As one person asked, "Why go to school for five years and then find out that you can't get a job in a low-paying field like teaching?" Another asked, "Why train longer to make even less money?" Most teachers felt that a five-year preparation program would be a poor investment. Others stated that it would be a good investment if teachers' salaries were raised. A few felt that if the fifth year were combined with a partially paid fifth year internship, it would be economically feasible. Some felt that the fifth year program should be combined with master's degree programs to insure higher starting salaries.

A minority of the teachers felt that a fifth year program would be good. They cited benefits of increased training and felt that really dedicated persons would still go into teaching. Rewards in teaching are other than money. Some of these persons felt that raising the preparation requirements would attract higher quality persons into teaching.

b. High School Administrators Yes 31 No 19

Most administrators commented that teachers' salaries are too low to require a fifth year. They felt that the investment in time and money required for a fifth year of college would discourage candidates from going into teaching. Many stated that school districts should pay higher salaries for five years of training, but felt the districts would not be able to afford to pay these higher salaries under present conditions.

Several administrators, however, felt that the fifth year would not deter better candidates from going into teaching. They mentioned pride in teaching, professional commitment, and love of teaching as reasons that the fifth year would be acceptable to high quality candidates. Some stated that salaries and costs should not be vital considerations for requiring a fifth year of preparation. Others felt that the fifth year could be taken after graduation or as a partially-paid internship in a rural area or under conditions of a half-time position.

c. College Faculty Preparing Secondary Teachers Yes 21 No 9

The consensus of college teachers was that the fifth year requirement would discourage people from going into secondary teaching because of the additional cost and time required. They expressed the feeling that if beginning salaries were raised proportionally that they would support the additional year requirement. Several felt that the fifth year would enable students to take more classes in their major and minor as well as permit them to take more education classes and to increase the length of their student teaching or internship experience.

Five college faculty members stated that they would support the five-year plan if an internship and then higher salaries were provided. There was concern that teacher shortages would develop in many fields; however, some professors felt that this would eventually cause increases in teachers' salaries. At least two persons stated that there is no data to show that a five-year program insures better preparation.

d. Summary of All Responses

The opinion of all groups was that a fifth year of preparation would discourage individuals from choosing teaching as a career because of the additional personal commitment required in time and money. The respondents pointed out that college education is expensive, teachers' salaries are low compared to salaries in other occupations, and that many students have to borrow money to go to school.

A distinct minority of all groups felt that a fifth year would not deter candidates from going into teaching and that teacher candidates would benefit from the increased training. Some indicated that they would support a five-year plan if an internship and then higher salaries were provided.

Question 8: What are the advantages and disadvantages of changing from a four-year secondary teacher education program to a five-year preparation program?

a. High School Teachers

Advantages -- The main advantage (listed by only 34 out of 205 teacher respondents) was that a better and more thorough teacher preparation would result from a five-year program. Others stated that the extra year would permit greater subject matter preparation in the major as well as more experience in the classroom, student teaching or interning, leading to a better and more thoroughly trained professional teacher. Some stated that a fifth year would permit "more hands-on experience," weed out incompetent candidates, and lead to more committed mature candidates. Others felt that even though there were advantages to a fifth year program, it would discourage students from entering teaching because of increased time and expense required.

Disadvantages -- The disadvantages most often listed by secondary teachers were the increased length of time in college and a loss of

good candidates to other fields because of increased expenses. Many commented that the fifth year, if spent in education classes, would be wasted.

Several pointed out that it is possible to go into higher paying fields after four years. Others pointed out that some people go through five-year programs only to find out that they do not like teaching. Many felt that a fifth year should not be required unless salaries are raised considerably. Others expressed concern that a five-year program might not prepare teachers any better than a four-year program.

b. High School Administrators

Advantages -- A large number of high school administrators (25) felt that the major advantage of changing from a four- to five-year preparation would consist of a broader and more thorough preparation for teaching. They felt the fifth year would provide teacher candidates with greater depth in their majors, as well as provide more time for student teaching, methods classes, and classroom experiences. Fifth year teachers would be better qualified to begin a teaching career.

Disadvantages -- A large number (25) of high school administrators felt that the major disadvantage to a five-year program would be an additional cost to students in money and/or time. Many felt that this would reduce the number of teaching applicants.

c. College Faculty Preparing Secondary Teachers

Advantages -- Approximately one third (10) of the college faculty members indicated that changing to a five-year program would permit students to become better prepared for teaching. Many felt that more teaching experiences could be provided and that students would be able to strengthen their majors, minors, and arts and science backgrounds. A few felt that the extra year would permit greater specialization and time for an internship and other beneficial education courses. It was also felt by some that the additional year would cause students to gain a stronger commitment for teaching, producing a more dedicated and quality teacher.

Disadvantages -- Approximately 50 percent (14) indicated that they felt that a five-year program would be very expensive to students in time and money. They felt that this would lead to fewer students going into education in favor of more financially rewarding fields. One respondent stated that "social contributions do not support a five-year program."

d. Summary of All Responses

Advantages -- The advantage listed most often was that a five-year program would permit a broader and more thorough preparation for teaching. It was their feeling that the fifth year would permit greater subject matter preparation in the major and minor as well as more experience in classroom settings, student teaching and/or interning.

Disadvantages -- The disadvantages listed most often were the increased length of time in college and a loss of prospective candidates to other fields because of increased expense to the students and more lucrative professions outside of education.

Question 9: *If UNR were to adopt a teacher training model similar to California, which requires a liberal arts major and a baccalaureate degree prior to a fifth year in secondary, would this make for a more competent secondary teacher?*

a. High School Teachers Yes 138 No 60

Approximately 50 teachers felt that this type of program would make for a more competent teacher because students would have a better preparation in their majors and minors as well as a better foundation in education. Many emphasized that the additional time should be practical, mainly in the classroom, including more student teaching.

On the negative side, many teachers felt that the California model has not been overly successful. Many commented that more education or more time in school does not necessarily make one a better teacher. Several stated that four years is adequate, especially when low teacher salaries are considered. Some stated, "It would depend on the courses required," while others felt "It would depend on the quality of the program and students."

b. High School Administrators Yes 29 No 15

The majority of high school administrators felt that a fifth year program would make for a more competent secondary teacher. They felt that the fifth year would provide better preparation in the techniques of teaching and would provide for more classroom time, including more practical on-the-job experiences. Some felt it would provide greater breadth and preparation in subject matter areas.

Some administrators stated that they did not feel California-produced teachers were more competent.

c. College Faculty Preparing Secondary Teachers Yes 15 No 12

The general feeling of college faculty members seems to be that this program would improve the content and knowledge background of students, but that it would not do a satisfactory job of integrating content and teaching methods. Several persons stated that there is no evidence to show that California's program is effective or better. Others felt that competence needs to be defined and that the total program needs to be spelled out better. A few felt that this type of program would cause many competent students to opt out of education.

d. Summary of All Responses

The majority of the respondents felt that a fifth year program would make for a more competent secondary teacher by providing better preparation in majors and minors as well as more practical on-the-job experience in student teaching and/or internship.

On the negative side, many felt that the California model has not been proven to be successful. Some persons stated a fifth year would cause prospective candidates to opt for a better paying career. Others stated that success would depend on the program and quality of the students.

Question 10: What have been your major frustrations regarding your total college experience, including liberal arts studies and your secondary teacher preparation (i.e., the kind of courses or lack of)?

a. High School Teachers

By far the major frustration listed by teachers was that their education courses were poorly taught, did not prepare them for the "real" classroom, lacked relevance, and were of little value to them. Many were frustrated because their courses were not practical enough, lacked application, and did not include enough experience in discipline or classroom management. Most were satisfied with their student teaching experiences, but some felt that it should have been longer or could have been better supervised. Several suggested that education courses should contain more "hands-on" experiences.

A few were critical of methods courses, claiming that they were poorly taught and did not include enough demonstrations on use of classroom materials. Many stated methods courses did not deal with "reality" and were too "ideal."

Other frustrations included; (1) staying current, (2) red tape, (3) money, (4) lack of meaningful experience, (5) lack of preparation to teach junior high school, (6) scheduling of university classes, (7) lack of preparation to teach slow learners, (8) lack of public school classroom experience by education professors, (9) not enough electives permitted, (10) lack of education department standards, and (11) education classes were boring.

Most teachers were satisfied with liberal arts courses and courses taken in their major/minor. Many stated that they were pleased with their entire teacher education preparation program.

b. High School Administrators

The major frustrations mentioned by high school administrators were that beginning teachers needed better training in (1) effective teaching techniques and skills, (2) classroom control and management, and (3) better subject matter preparation.

Other suggestions included (1) student teaching or internship should be longer, and (2) training should include courses in teaching slow learners and understanding and relating to students. Other comments included the suggestions that marginal students should be counseled out of teaching and that education courses should be more relevant.

c. College Faculty Preparing Secondary Teachers

This question received a wide range of responses. Responses occurring more than once included: (1) more time needed for field experience or internship, (2) better coordination between major departments in Arts and Science and the College of Education, (3) better application of theory to classroom practice, (4) the emphasis on teaching people and not courses, (5) the need to reconceptualize education program, (6) the need to make education courses more meaningful. Other frustrations included: (1) too many inadequate students, (2) not enough money, (3) lack of adequate teacher salaries, (4) not enough opportunity for valuable electives, (5) too many state mandated courses, (6) too many required education courses, (7) students are not exposed soon enough to real classroom settings, (8) cost of a strong field commitment, (9) non-existence of a "program" and only a set of courses, (10) teacher education not considered important by colleges or public school sector, (11) liberal arts courses are not designed for teachers, (12) many classes, especially in education, not well taught, (13) lack of relevancy of course work to teacher needs, and (14) real needs of students and public schools not considered.

d. Summary of All Responses

The major frustrations listed by teachers were that their education classes were poorly taught, did not prepare them for the "real" classroom, lacked relevance and were of little value to them. The frustrations listed most often by administrators were that beginning teachers needed better training in (1) effective teaching techniques and skills, (2) classroom control and management, and (3) better subject matter preparation. The major frustrations of college faculty members included (1) more time needed for field experience or internship, (2) lack of coordination between major departments in the College of Arts and Science and the College of Education, (3) poor students, (4) not enough money to operate programs, and (5) need to make education courses more meaningful.

Question 11: Do you favor a teacher preparation program followed by a university/employer supervised first year teaching experience?

a. Highs School Teachers Yes 138 No 60

Over two thirds of the teachers favor this type of program. They indicate that it would be valuable if it was used to support, help, and reinforce the first year teacher and if the teacher receives a salary from the employer. Supervision during this first year would be very helpful, provided it was not used to fire a potential teacher.

Teachers not favoring the program indicated that additional supervision should be unnecessary if the basic college program provided adequate preparation.

Others felt that university professors would not provide competent and adequate supervision and that supervision was the responsibility of the employer. Two persons felt that close supervision by a well-trained department member would be beneficial.

b. High School Administrators Yes 40 No 16

Those favoring this idea made statements such as "local school can give a great deal of assistance to university and also provides a team approach with the university and school district," and "the chance for development of teaching abilities is optimized." Another felt that the suggestion is good if the state law would allow for a dual recommendation of additional training before a teacher could be hired permanently. Others felt that the current four-year program was adequate.

c. College Faculty Preparing Secondary Teachers Yes 21 No 10

Most college faculty members favored a university/employer supervised first year teaching experience. However, several had reservations such as: (1) it should warrant a higher salary, (2) it would be difficult to coordinate, (3) supervision should be by the employer, (4) it should be an internship or residency, (5) it should be of sound theoretical construction.

Several respondents stated that this type of program would be too expensive and that a good four-year program is adequate. One person felt that public school teachers "do not want college supervisors around."

d. Summary of All Responses

A majority of all groups favored a teacher preparation program followed by a university/employer supervised first year teaching experience. Teachers especially felt that it would be valuable if used to support, help, and reinforce the first year teacher. However, some respondents had reservations such as: (1) it should not be used to fire teachers, (2) it would be difficult to coordinate, (3) supervision should be done by the employer, (4) the program should have a sound theoretical and practical foundation, (5) the program would be too expensive, and (6) a good four-year program is adequate.

Question 12: Does your college or university offer a baccalaureate degree in education?

a. College Faculty Preparing Secondary Teachers Yes 21 No 11

If yes, how many years are required?

4 years--18
4½-5 years--1
5 years--1

How many hours are required in education?

Range 24-36 hours; total range 120-128 hours.

If no, what constitutes your teacher preparation program in general? Explain.

For universities not offering an education degree, the majority of them required a teaching major, a bachelor's degree and education courses

including student teaching. The number of credits required in education ranged from 24 to 39 semester credits, and student teaching credits ranged from 8 to 12 credits. Requirements for teaching majors ranged from 30-50 credits. A majority also required minors, generally in the 24-30 credit range.

Question 13: What are the entrance requirements for your teacher education program in secondary education?

a. College Faculty Preparing Secondary Teachers

(1) A high school diploma--16
(2) Two years in an arts and science program--17
(3) A baccalaureate degree in arts and science--3
(4) A minimum grade point average--27 (16 of these indicated that a GPA of 2.5 was required, and five required higher GPAs)
(5) Others:

Many colleges required some type of screening, faculty approval, or other admission requirements. Several had minimum requirement scores on the SAT or ACT tests. Several required a bachelor's degree or junior standing. Some required completion of majors and minors. Screening or basic skills tests required were most often in the areas of English, reading and mathematics. A few stated that they required completion of a basic English course, while others stated they required completion of a basic course in education.

Question 14: To be certified in your state, is a fifth year of college or university required for secondary certification?

a. College Faculty Preparing Secondary Teachers Yes 10 No 20

Three persons commented that only four years is required for initial certification. Five persons stated that five years were required for continuing certification.

Question 15: Does certification in your state require a baccalaureate degree in education followed by a fifth year teaching internship?

a. College Faculty Preparing Secondary Teachers Yes 1 No 31

Three schools indicated that their states were either operating pilot programs or had approved statutes for future implementation. Two schools stated that five years were required for continuing certification.

In summary, the general preference of secondary personnel was a four-year training program with a fifth year teaching internship. This perception must be clarified, however, in relationship to their other responses. No group felt that a few courses in liberal arts or in education

would be satisfactory; they all expressed a strong desire for a balance between liberal arts and teacher education course work. Approximately three out of every four respondents feared that moving to a required fifth year of training would discourage prospective candidates from entering secondary teacher education.

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APPENDIX A

Learner Outcomes and Advisement Sheets

LEARNING OBJECTIVES FOR MAINSTREAM TEACHER PREPARATION

Elementary and Special Education Joint Components

Attitudes for Implementing Mainstreaming

The trainee will be able to:

1.1 Show mutual respect for the rights of individual students.

1.2 Demonstrate the values inherent in "barrier free education" and show a willingness to extend these values beyond physical access to meet the affective and cognitive needs of individual students.

1.3 Demonstrate a commitment to work with students who possess a variety of cultural, learning and adjustment needs.

1.4 Display an acceptance of handicapped students as members of the regular classroom including the promotion of positive interactions with their nonhandicapped peers.

1.5 Adhere to the philosophy of mainstreaming and implement the concepts of "least restrictive" and "appropriate education" in the regular classroom.

1.6 Describe the implications of, and demonstrate a commitment to, meeting individual and group needs.

1.7 Identify the negative implications of labels, stereotypes and the classification of individuals.

Historical and Political Implications

2.1 List the dimensions of equal educational opportunity as manifested by compulsory education, the education of minority children, the education of the handicapped and the majority.

2.2 Describe the roles of the federal, state and local governments in providing education for the handicapped.

2.3 Cite the historical decisions and treatments affecting the rights and needs of the handicapped.

2.4 Identify the major provisions of Public Law 94-142 and Section 504 of the Vocation and Rehabilitation Act of 1973.

2.5 Discuss the regulations for administering special education programs in the State of Nevada, including the criteria for student eligibility.

2.6 State rights and responsibilities of student, parent, teacher and school district regarding legal issues, disciplinary action and child abuse.

2.7 Identify the basic principles of confidentiality and the Family Rights and Privacy Act of 1974.

Physical, Cognitive and Social Development

3.1 Describe some of the major principles of human learning as derived from major theories of child development.

3.2 Describe genetic and environmental factors as they effect human growth and development.

3.3 Describe physical, social/emotional and cognitive growth patterns and tasks of children.

3.4 Contrast the variations of human growth and development as manifested by different handicapping conditions.

3.5 Apply various retrieval procedures for studying a child's development; i.e., case studies, interviews, observations, questionnaires, rating scales, sociograms and parent interviews.

Exceptional Children

4.1 Describe the different types of handicapping conditions and the special learning needs posed by each condition.

4.2 State sources available and procedures for enlisting those services.

4.3 Explain the special needs of the family of mainstreamed child, including school and community support.

4.4 Describe the provisions and input of due process, and the due process hearing on the education of handicapped students and their families.

Curriculum

5.1 Use educational taxonomies in operationalizing one's performance.

5.2 Locate and use curriculum guides and teacher manuals.

5.3 Determine the level of difficulty of materials.

5.4 Demonstrate an understanding of the scope and sequence of general curriculum.

5.5 Identify specific skills pertinent to subject matter areas.

5.6 Select content material and media to match learner characteristics and skill needs.

5.7 Describe how grade level programs pose problems for some children.

5.8 Demonstrate a sensitivity to the changing nature of curriculum and instruction.

Instruction

Assessment

6.1 Describe the screening process including the areas and techniques used to identify students with suspected learning problems.

6.2 Describe the referral process, including the components that should be in the referral statement.

6.3 Describe the functions of the various team members in the placement process for handicapped students and the instruments used in making placement decisions; identify safeguards against inappropriate diagnosis, placement and programming.

6.4 Analyze the differences between and the uses and limitations of normed, criterion referenced, curriculum based, observational, teacher prepared, and parent provided information as they are applied to students with different ability levels within the classroom.

6.5 Demonstrate skill in systematic and ongoing observation, recording and analysis of classroom behaviors as they relate to:

a. cognitive development
b. affective development
c. psycho motor development
d. interpersonal and social development
e. specific curriculum content skill development.

6.6 Convert assessment information into meaningful instructional decisions.

6.7 Demonstrate techniques for systematically evaluating the effectiveness of both teacher and student performance.

Planning

6.8 Plan instruction using an integrated curriculum approach that incorporates a variety of activities to achieve selected objectives.

6.9 Organize instruction to take into account individual differences in ability, style, and learning rate.

6.10 Cooperate with the IEP team in developing and using an IEP by:

a. collaborating in the design and implementation of the student's IEP.
b. identifying specific areas of responsibility to be accomplished within the regular classroom.
c. coordinating the scheduling of related services as specified in the student's IEP.
d. following the prescribed program as outlined in the above.

6.11 Plan instruction to enable the handicapped child to participate effectively in all activities in the regular classroom.

Classroom Procedure

6.12 Content and Methodology

a. select instructional content, techniques, methods and media appropriate to student's objectives.
b. demonstrat a repertoire of teaching methods.
c. apply a relevant and integrated curriculum approach to the subject being taught.
d. adjust instructional talk when providing directions, responding to student communications and when providing feedback.

6.13 Operations and Management

a. establish a dynamic learning environment.
b. establish routines and rules for the efficient and orderly operation of the classroom.
c. effectively schedule allocated time for academic, transitional, and nonacademic activities via individual and group instruction.
d. efficiently distribute materials, equipment and other classroom resources.
e. demonstrate proficiency in using various grouping patterns to achieve individual and group goals, both socially and academically.
f. use appropriate teacher directed instruction, student drill and practice, and student initiated instruction effectively.
g. develop problem solving and independent study skills among students.
h. maintain high levels of appropriate task difficulty, on-task behavior, and task success.
i. demonstrate systematic teacher movement to facilitate student feedback and classroom monitoring.
j. use effective techniques and strategies for managing inappropriate classroom behaviors.

Interpersonal

7.1 Show enthusiasm for teaching and learning and the subject being taught.
7.2 Demonstrate ability to insterpret both verbal and nonverbal communication.
7.3 Help learner develop positive self-concept.
7.4 Demonstrate positive self-concept.
7.5 Demonstrate techniques to assist students in resolving personal and group conflicts.
7.6 Communicate effectively with students, parents and colleaques.

APPENDIX B

Six Questionnaire Forms

A PROGRAM REVISION QUESTIONNAIRE

for

Elementary and Special Education Respondents

The College of Education at the University of Nevada Reno, through the impetus of an USOE Dean's Grant, has been involved in the process of evaluating and revising our undergraduate programs within the Division of Curriculum and Instruction. A process, which started more than two years ago, has resulted in the establishment of a joint four year undergraduate teacher training program between elementary and special education. Graduates from this new proposed teacher training program will be able to gain Nevada certification in elementary education and as resource teachers of the mildly handicapped in special education. Most important, our new teachers will be better prepared to serve a broader spectrum of learning skills and needs as well as being more effective elementary and special education colleagues.

We have prepared the following questionnaire to gather objective external opinion about the merits of our combined undergraduate elementary and special education teacher training program compared to other possible teacher preparation programs. Please take the few minutes necessary to review a copy of the program and to answer the related questions. Your help will be extremely valuable in determining our future directions in teacher education. Thank you!

Bi

A COMBINED PREPARATION PROGRAM

for

ELEMENTARY AND SPECIAL EDUCATION

Pre-Professional Sequence:		Credits:
Liberal Studies - 17 credits		
Art Appreciation	Art 116 or 117	2-3
Elementary Music	Music 324	3
English	English 101, 102, & 321	9
Oral Interpretation	SPTH 221 or 113	3
Science & Math - 17-20 credits		
Elementary Math	Math 173 or 101	3
Computer Education		1-3
Geology	Geology 101	1-3
Human Nutrition	Home Ec 121	3-4
Physics	Physics 101	3
Biology	Biology 101	3-4
Social Science - 21 credits		
History	World or Foreign	3
Constitutional History	Hist 111 or Poly Sci 103	3
Journalism	Journalism 101 or 102	3
Cultural Geography	Geography 106	3
Anthropology, Sociology, or Philosophy	Electives	6
Economic Education	Economics 103	3
Health and Physical Education (Recommended)		
School Health	SHR 371	
Physical Education	RPED 250 or 251	

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Professional Sequence:		
Counseling and Foundations - 9 credits		
Educational Experience	EDFM 101	3
Educational Psychology	CAPS 330	3
Elementary Guidance	CAPS 401	3
Elementary Education - 35 credits		
Human Growth and Lab (with practicum)	C&I 250 & 270	4
Teaching Reading	C&I 300	3
Reading in Elementary (with practicum)	C&I 402 or 403	3
Multicultural Education	C&I 420	3
Classroom Management	C&I 434	2+1=3
Student Teaching	C&I 451	8
Social Studies & Science (with practicum)	C&I 463 & 465	4
Elementary Math (with practicum)	C&I 464	3
Elementary Language Arts (with practicum)	C&I 466	4
Special Education - 29 credits		
Exceptional Child	C&I 310	3
Mildly Handicapped (with practicum)	C&I 311 & 312	4
Advising Exceptional Children	C&I 413	3
Adolescent Handicapped (with practicum)	C&I 41	3
Curriculum Mildly Handicapped (with practicum)	C&I 418	4
Student Teaching	C&I 453	8
Assessment (with practicum)	C&I 471	4
	TOTAL SEMESTER HOURS	128 credits

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ELEMENTARY EDUCATION COURSES

250 SCHOOL LABORATORY EXPERIENCES
(½ + 1½ per credit) 1 to 3 credits *S/U only*
Self-assessment of professional goals through a variety of sequential laboratory experiences in actual classroom situations and in campus seminars. Prerequisite or corequisite: EDFM 101.

270 HUMAN GROWTH AND DEVELOPMENT
(3 + 0) 3 credits
Principles of human growth and development, the nature of the child, and child and adolescent learning. Laboratory with K-12 pupils required. Prerequisite: general psychology.

300 TEACHING OF READING IN THE ELEMENTARY SCHOOL (3 + 0) 3 credits
Instruction in phonics, word recognition, and comprehension. Basic understanding, techniques, and approaches which are related to developmental programs in the elementary schools.

402, 602 READING IN THE LOWER ELEMENTARY GRADES (3 + 0) 3 credits
Advanced work in developmental reading including new developments, techniques, and methods which are related to the primary grades. Prerequisite: C I 300.

403, 603 READING IN THE UPPER ELEMENTARY GRADES (3 + 0) 3 credits
Advanced work in developmental reading for the reading teacher and the subject-matter teachers, including new developments, techniques, and methods which are related to the upper elementary grades. Prerequisite: C I 300.

420, 620 METHODOLOGY OF MULTICULTURAL EDUCATION (3 + 0) 3 credits
Methods and instructional strategies appropriate for teaching students from Black American, Native American, Spanish-speaking American, Asian American, and other cultures. Evaluation and selection of relevant curriculum materials for classroom use. Meets new teacher education certification requirements. Prerequisite: C I 270 or CAPS 330.

434, 634 CLASSROOM MANAGEMENT TECHNIQUES
(2 + 0) 2 credits
The ability to respond appropriately to many types of classroom situations including pupil-teacher interaction, daily planning, large and small group management, emergencies, and discipline is developed. (a) Young children, (b) intermediate grade children, (c) middle school pupils, (d) high school pupils.

421 TEACHING OF SOCIAL STUDIES (3 + 0) 3 credits
Nature of social growth of children and adolescents in a democratic culture. Content and procedures in social studies. Development of instructional materials and techniques. (a) Elementary, (b) Secondary.

422 TEACHING OF MATHEMATICS (3 + 0) 3 credits
Content and methods of mathematics; diagnosis and remedial treatment of pupil difficulties; readiness; objectives of mathematics; recent trends. (a) Elementary, (b) Secondary. Prerequisite: 6 credits of college mathematics.

423 TEACHING OF LANGUAGE ARTS (3 + 0) 3 credits
Language needs of children and adolescents with emphasis on written expression, language skills, speaking, and listening. Criteria for selection and integration of literature are applied. (a) Elementary, (b) Secondary.

424 TEACHING OF SCIENCE (1 + 0 per credit) 2 or 3 credits
Content and procedures in teaching science; demonstrations; experiments; evaluation of curricular materials. (a) Elementary, (b) Secondary.

SPECIAL EDUCATION COURSES

310 EXCEPTIONAL CHILD
(1 + 0 per credit) 2 or 3 credits
Survey of the various types of exceptionalities. Emphasis on etiology, physical, and educational characteristics.

311 INTRODUCTION TO LEARNING AND BEHAVIOR DISORDERS (3 + 0) 3 credits
Overview of contemporary theories and approaches to learning and behavior disorders with emphasis on assessment and treatment methodologies. Prerequisite: C I 310.

417, 617 CURRICULAR APPROACHES FOR THE HANDICAPPED ADOLESCENT (3 + 0) 3 credits
Problems and methods for designing curriculum for secondary special education students with emphasis on vocational experience. Prerequisite: C I 311 or 411.

418, 618 CURRICULUM DEVELOPMENT FOR THE MILDLY HANDICAPPED (3 + 3) 4 credits
Problems and procedures in curriculum development for the mildly handicapped child. Materials and technique development for use in special, regular, or resource classrooms. Field experience is required as a part of the course to practice techniques. Prerequisite: C I 471.

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ART

116 SURVEY OF THE ART OF WESTERN CIVILIZATION I (2 + 0) 2 credits
Art of the western world from prehistoric times through the Gothic period.

117 SURVEY OF THE ART OF WESTERN CIVILIZATION II (2 + 0) 2 credits
Art of the western world from the Renaissance to the present.

MUSIC

324 TEACHING OF ELEMENTARY MUSIC (2 + 0) 2 credits
For the elementary teachers who teach their own music. Methods of presenting rote songs to primary grades and note songs and singing games, listening to music, rhythmic expression or creative effort, and the use of rhythm instruments. Prerequisite: MUS 101 or equivalent.

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101 COMPOSITION I (3 + 0) 3 credits
Practice in varieties of expository writing, with attention to spelling, punctuation, grammar, usage, and idiom.

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Continuation and extension of Engl. 101; includes fundamental bibliographic techniques of investigation and documentation. (H) designates Honors level for those with high ACT scores and superior writing skill.

321 EXPOSITORY WRITING (3 + 0) 3 credits
Advanced composition in various forms of expository prose with attention to structural and stylistic problems.

SPTH

221 INTERPRETATION (3 + 0) 3 credits
Oral interpretation of the forms of literature. Lectures and performance.

MATH

101 INTERMEDIATE ALGEBRA (2 + 0) 2 credits
Second course in algebra for students who have had one year of algebra in high school. Prerequisite: 1 unit of high school algebra.

173 ELEMENTARY SCHOOL MATHEMATICS I (3 + 0) 3 credits
Mathematics needed by those teaching new-content mathematics courses at the elementary school level with emphasis on the structure of the real number system and its subsystems. Designed for students seeking a teaching certificate in elementary education. Open to others only with approval of department chairman.

GEOL

101 PHYSICAL GEOLOGY (3 + 0 or 3) 3 or 4 credits
Lectures on geologic concepts, features, and processes. Laboratory involves reading of topographic and geologic maps, study and identification of common rocks and minerals, and study of geologic phenomena. Field trips.

H EC

121 HUMAN NUTRITION (3 + 0) 3 credits
Introduction to the principles of nutrition and their application to well-balanced diets.

PHYS

101 INTRODUCTORY PHYSICS (3 + 0) 3 credits
Elementary course designed to give the student an understanding of some of the basic principles of physics. A knowledge of elementary high school algebra and geometry is desirable.

BIOL

101 GENERAL BIOLOGY (3 + 3) 4 credits
Integrated treatment of biological principles common to all living organisms, including life chemistry, cellular and molecular biology, reproduction, genetics, evolution, and ecology. Unity of life emphasized.

HIST

111 SURVEY OF AMERICAN CONSTITUTIONAL HISTORY (3 + 0) 3 credits
Origins and history of the Constitutions of the U.S. and state of Nevada; surveys the development of American judicial interpretations and institutions. Satisfies the U.S. and Nevada Constitutions requirements.

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101-102 INTERPRETING THE DAY'S NEWS (3 + 0) 3 credits
Study of the news of the day and the function of the newspaper, the news magazine, and news broadcasts in American life. History of journalism also is emphasized. Course may be started with JOUR 101 or 102.

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View of selected world culture regions with particular attention to the geographic concepts which illustrate them.

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103 INTRODUCTION TO ECONOMIC EDUCATION (3 + 0) 3 credits
Introduction and survey of current issues and problems in both macro and micro economic areas. Economic tools, concepts, and terminology are developed as well as applications related to the teaching of economics. Primarily for education majors. May not substitute for either EC 101 or 102.

SHR

371 HEALTH OF THE SCHOOL-AGED CHILD (3 + 0) 3 credits
Major health problems encountered in school-age children. An interdisciplinary approach to health management and health awareness programs for children and youth.

PEC

250 PHYSICAL EDUCATION ACTIVITIES FOR PRIMARY GRADES K-3 (1 + 2) 2 credits
Extensive and intensive study of games, rhythms, stunts, and tumbling.

251 PHYSICAL EDUCATION ACTIVITIES FOR INTERMEDIATE GRADES 4-6 (1 + 2) 2 credits
Extensive and intensive study of games, rhythms, and dances, stunts, tumbling, and gymnastics.

EDFM

101 EDUCATIONAL EXPERIENCE I (3 + 0) 3 credits
Introduction to the basic philosophical, sociological, psychological, historical, legal, and anthropological foundations of education. Prerequisite for upper-division courses in education. Meets state certification requirements in Nevada school law.

CAPS

330 EDUCATIONAL PSYCHOLOGY (3 + 0) 3 credits
Overview of the psychology of learning, motivation, growth and development, personality dynamics, and social adjustment. Field experience required during course. Prerequisite: PSY 101.

401, 601 INTRODUCTION TO ELEMENTARY SCHOOL GUIDANCE (3 + 0) 3 credits
Overview of personnel services at the elementary school and pre-school levels. The teacher's role emphasized. Meets teacher certification requirements. Graduate program credit for nonmajors and international students only. Prerequisite: PSY 101.

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QUESTIONNAIRE

Name _____ City _____

Employer _____ State _____

Position _____ Years of Experience in Present Position _____

Serving an Urban _____ or Rural _____ Area College Graduated from _____

Section I Was it a four _____ or five _____ year program

This section's questions are in a multiple option format. In the spaces at the left, rank order each optional response providing a "1" for your preferred choice, a "2" for your second choice, and so on.

1. In view of what we have proposed as a joint training program, if you had a choice of which training program you could attend, what would be your order of preference?

   _____ A. A four year undergraduate teacher preparation program in either elementary or special education.
   _____ B. UNR's combined elementary and special education teacher preparation program.
   _____ C. Four years of liberal arts preparation with a fifth year of teacher preparation in either elementary or special education.
   _____ D. A four year undergraduate teacher preparation program in elementary or special education followed by a fifth year teaching internship.

2. The rural nature of most of Nevada requires that its teachers be both capable and self-reliant. Given our rural geography, which type of training program would best serve the State of Nevada?

   _____ A. A four year undergraduate teacher preparation program in either elementary or special education.
   _____ B. UNR's combined elementary and special education teacher preparation program.
   _____ C. Four years of liberal arts preparation with a fifth year of teacher preparation in either elementary or special education.
   _____ D. A four year undergraduate teacher preparation program in elementary or special education followed by a fifth year teaching internship.

3. If you were a beginning teacher, which type of training program would make you most "marketable" as a prospective teacher?

   _____ A. A four year undergraduate teacher preparation program in either elementary or special education.
   _____ B. UNR's combined elementary and special education teacher preparation program.
   _____ C. Four years of liberal arts preparation with a fifth year of teacher preparation in either elementary or special education.
   _____ D. A four year undergraduate teacher preparation program in elementary or special education followed by a fifth year teaching internship.

4. Beginning teachers almost always indicate that practicum and student teaching are their most meaningful experiences. Which program option best provides for this type of hands-on experience?

   _____ A. A four year undergraduate teacher preparation program in either elementary or special education.
   _____ B. UNR's combined elementary and special education teacher preparation program.
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5. Since education is no longer attracting large numbers of the more capable students, which type of training program stands the best chance of providing the training necessary to make up for the native talent that may be absent?

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6. With respect to course work in liberal arts instruction, which of the following contribute most to the preparation of a knowledgeable and capable teacher?

   _____ A. A balance between liberal arts studies and teacher education combined into a four year program.
   _____ B. A balance between liberal arts studies and teacher education combined into a five year program.
   _____ C. Requiring the majority of course work in liberal arts with only a few courses in teacher education.
   _____ D. Requiring the majority of course work in teacher education with only a few courses in liberal arts.
   _____ E. Four years of liberal arts preparation with a fifth year of teacher preparation in either elementary or special education.

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Section II Please write responses to the questions.

7. If the combined elementary and special education program were to be modified or expanded, how would your recommend this be done?

8. Given current levels of beginning teacher salaries, would a fifth year of preparation discourage individuals from choosing teaching as a career? Yes _____ No _____

   Explain:

9. What are the advantages and disadvantages of changing from a four year teacher preparation program to a five year teacher preparation program?

   Advantages:

   Disadvantages:

10. If UNR were to adopt a teacher training model similar to California, which requires a liberal arts major and baccalaureate degree prior to a fifth year in elementary or special education, would this make for a more competent teacher? Yes _____ No _____

    Explain:

11. What have been your major frustrations regarding your total college experience, including liberal arts studies and your teacher preparation (i.e., the kind of courses or lack of)?

12. Would the new UNR combined elementary and special education proposed program alleviate some of the frustration you have experienced? Yes _____ No _____

    Explain:

13. Do you favor a teacher preparation program followed by a university/ employer supervised first year teaching experience? Yes _____ No _____

A PROGRAM REVISION QUESTIONNAIRE

for

College Faculty Preparing Elementary and Special Education Teachers

The College of Education at the University of Nevada Reno, through the impetus of an USOE Dean's Grant, has been involved in the process of evaluating and revising our undergraduate programs within the Division of Curriculum and Instruction. A process, which started more than two years ago, has resulted in the establishment of a joint four year undergraduate teacher training program between elementary and special education. Graduates from this new proposed teacher training program will be able to gain Nevada certification in elementary education and as resource teachers of the mildly handicapped in special education. Most important, our new teachers will be better prepared to serve a broader spectrum of learning skills and needs as well as being more effective elementary and special education colleagues.

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for

ELEMENTARY AND SPECIAL EDUCATION

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Educational Psychology	CAPS 330	3
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Elementary Language Arts (with practicum)	C&I 466	4
Special Education - 29 credits		
Exceptional Child	C&I 310	3
Mildly Handicapped (with practicum)	C&I 311 & 312	4
Advising Exceptional Children	C&I 413	3
Adolescent Handicapped (with practicum)	C&I 41	3
Curriculum Mildly Handicapped (with practicum)	C&I 418	4
Student Teaching	C&I 453	8
Assessment (with practicum)	C&I 471	4
	TOTAL SEMESTER HOURS	128 credits

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ELEMENTARY EDUCATION COURSES

250 SCHOOL LABORATORY EXPERIENCES
(½ + 1½ per credit) 1 to 3 credits *S/U only*
Self-assessment of professional goals through a variety of sequential laboratory experiences in actual classroom situations and in campus seminars. Prerequisite or corequisite: EDFM 101.

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(3 + 0) 3 credits
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Overview of contemporary theories and approaches to learning and behavior disorders with emphasis on assessment and treatment methodologies. Prerequisite: C I 310.

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Problems and procedures in curriculum development for the mildly handicapped child. Materials and technique development for use in special, regular, or resource classrooms. Field experience is required as a part of the course to practice techniques. Prerequisite: C I 471.

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Art of the western world from prehistoric times through the Gothic period.

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Art of the western world from the Renaissance to the present.

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Continuation and extension of Engl. 101; includes fundamental bibliographic techniques of investigation and documentation. (H) designates Honors level for those with high ACT scores and superior writing skill.

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Oral interpretation of the forms of literature. Lectures and performance.

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Mathematics needed by those teaching new-content mathematics courses at the elementary school level with emphasis on the structure of the real number system and its subsystems. Designed for students seeking a teaching certificate in elementary education. Open to others only with approval of department chairman.

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Lectures on geologic concepts, features, and processes. Laboratory involves reading of topographic and geologic maps, study and identification of common rocks and minerals, and study of geologic phenomena. Field trips.

H EC

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View of selected world culture regions with particular attention to the geographic concepts which illustrate them.

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Introduction and survey of current issues and problems in both macro and micro economic areas. Economic tools, concepts, and terminology are developed as well as applications related to the teaching of economics. Primarily for education majors. May not substitute for either EC 101 or 102.

SHR

371 HEALTH OF THE SCHOOL-AGED CHILD (3 + 0) 3 credits
Major health problems encountered in school-age children. An interdisciplinary approach to health management and health awareness programs for children and youth.

PEC

250 PHYSICAL EDUCATION ACTIVITIES FOR PRIMARY GRADES K-3 (1 + 2) 2 credits
Extensive and intensive study of games, rhythms, stunts, and tumbling.

251 PHYSICAL EDUCATION ACTIVITIES FOR INTERMEDIATE GRADES 4-6 (1 + 2) 2 credits
Extensive and intensive study of games, rhythms, and dances, stunts, tumbling, and gymnastics.

EDFN

101 EDUCATIONAL EXPERIENCE I (3 + 0) 3 credits
Introduction to the basic philosophical, sociological, psychological, historical, legal, and anthropological foundations of education. Prerequisite for upper-division courses in education. Meets state certification requirements in Nevada school law.

CAPS

330 EDUCATIONAL PSYCHOLOGY (3 + 0) 3 credits
Overview of the psychology of learning, motivation, growth and development, personality dynamics, and social adjustment. Field experience required during course. Prerequisite: PSY 101.

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Overview of personnel services at the elementary school and pre-school levels. The teacher's role emphasized. Meets teacher certification requirements. Graduate program credit for nonmajors and international students only. Prerequisite: PSY 101.

BEST COPY AVAILABLE

QUESTIONNAIRE

Name _____ City _____

Employer _____ State _____

Position _____ Years of Experience in Present Position _____

Serving an Urban _____ or Rural _____ Area College Graduated from _____

Was it a four _____ or five _____ year program

Section I

This section's questions are in a multiple option format. In the spaces at the left, rank order each optional response providing a "1" for your preferred choice, a "2" for your second choice, and so on.

1. In view of what we have proposed as a joint training program, if you had a choice of which training program prospective teachers could attend, what would be your order of preference?

   _____ A. A four year undergraduate teacher preparation program in either elementary or special education.
   _____ B. UNR's combined elementary and special education teacher preparation program.
   _____ C. Four years of liberal arts preparation with a fifth year of teacher preparation in either elementary or special education.
   _____ D. A four year undergraduate teacher preparation program in elementary or special education followed by a fifth year teaching internship.

2. The rural nature of most of Nevada requires that its teachers be both capable and self-reliant. Given our rural geography, which type of training program would best serve the State of Nevada?

   _____ A. A four year undergraduate teacher preparation program in either elementary or special education.
   _____ B. UNR's combined elementary and special education teacher preparation program.
   _____ C. Four years of liberal arts preparation with a fifth year of teacher preparation in either elementary or special education.
   _____ D. A four year undergraduate teacher preparation program in elementary or special education followed by a fifth year teaching internship.

3. In preparing beginning teachers, which type of training program would make you most "marketable" as a prospective teacher?

   _____ A. A four year undergraduate teacher preparation program in either elementary or special education.
   _____ B. UNR's combined elementary and special education teacher preparation program.
   _____ C. Four years of liberal arts preparation with a fifth year of teacher preparation in either elementary or special education.
   _____ D. A four year undergraduate teacher preparation program in elementary or special education followed by a fifth year teaching internship.

4. Beginning teachers almost always indicate that practicum and student teaching are their most meaningful experiences. Which program option best provides for this type of hands-on experience?

   _____ A. A four year undergraduate teacher preparation program in either elementary or special education.
   _____ B. UNR's combined elementary and special education teacher preparation program.
   _____ C. Four years of liberal arts preparation with a fifth year of teacher preparation in either elementary or special education.
   _____ D. A four year undergraduate teacher preparation program in elementary or special education followed by a fifth year teaching internship.

5. Since education is no longer attracting large numbers of the more capable students, which type of training program stands the best chance of providing the training necessary to make up for the native talent that may be absent?

   _____ A. A four year undergraduate teacher preparation program in either elementary or special education.
   _____ B. UNR's combined elementary and special education teacher preparation program.
   _____ C. Four years of liberal arts preparation with a fifth year of teacher preparation in either elementary or special education.
   _____ D. A four year undergraduate teacher preparation program in elementary or special education followed by a fifth year teaching internship.

6. With respect to course work in liberal arts instruction, which of the following contribute most to the preparation of a knowledgeable and capable teacher?

   _____ A. A balance between liberal arts studies and teacher education combined into a four year program.
   _____ B. A balance between liberal arts studies and teacher education combined into a five year program.
   _____ C. Requiring the majority of course work in liberal arts with only a few courses in teacher education.
   _____ D. Requiring the majority of course work in teacher education with only a few courses in liberal arts.
   _____ E. Four years of liberal arts preparation with a fifth year of teacher preparation in either elementary or special education.

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Section II Please write responses to the questions.

7. If the combined elementary and special education program were to be modified or expanded, how would your recommend this be done?

8. Given current levels of beginning teacher salaries, would a fifth year of preparation discourage individuals from choosing teaching as a career? Yes _____ No _____

Explain:

9. What are the advantages and disadvantages of changing from a four year teacher preparation program to a five year teacher preparation program?

Advantages:

Disadvantages:

10. If UNR were to adopt a teacher training model similar to California, which requires a liberal arts major and baccalaureate degree prior to a fifth year in elementary or special education, would this make for a more competent teacher? Yes _____ No _____

Explain:

11. What are the major frustrations regarding your total teacher preparation program including liberal arts studies and teacher preparation (i.e., the kind of courses or lack of)?

12. Would the new UNR combined elementary and special education proposed program alleviate some of the frustration you have experienced? Yes _____ No _____

Explain:

13. Do you favor a teacher preparation program followed by a university/ employer supervised first year teaching experience? Yes _____ No _____.

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14. Does your College or University offer a baccalaureate degree in Education? Yes ____ No ____

If yes, How may semester hours are required: In Education ____? In Total ____?

How many years are required ____?

If no, what constitutes your teacher preparation program in general? (Explain)

15. What are the entrance requirements for your Teacher Education Program in:

Secondary Education?	Elementary Education?	Special Education?	
_____	_____	_____	A high school diploma
_____	_____	_____	Two years in an Arts and Science Program
_____	_____	_____	A baccalaureate degree in Arts and Science
_____	_____	_____	A minimum grade point average (specify)
_____	_____	_____	Other (specify)

16. To be certified in your state, is a fifth year of college or university preparation required for:

A Secondary Teaching Credential? Yes ____ No ____

An Elementary Teaching Credential? Yes ____ No ____

A Special Education Teaching Credential? Yes ____ No ____

17. Does certification in your state require a baccalaureate degree in Education followed by a fifth year teaching internship?

Yes ____ No ____

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A PROGRAM REVISION QUESTIONNAIRE

for

Elementary and Special Education Administrators

The College of Education at the University of Nevada Reno, through the impetus of an USOE Dean's Grant, has been involved in the process of evaluating and revising our undergraduate programs within the Division of Curriculum and Instruction. A process, which started more than two years ago, has resulted in the establishment of a joint four year undergraduate teacher training program between elementary and special education. Graduates from this new proposed teacher training program will be able to gain Nevada certification in elementary education and as resource teachers of the mildly handicapped in special education. Most important, our new teachers will be better prepared to serve a broader spectrum of learning skills and needs as well as being more effective elementary and special education colleagues

We have prepared the following questionnaire to gather objective external opinion about the merits of our combined undergraduate elementary and special education teacher training program compared to other possible teacher preparation programs. Please take the few minutes necessary to review a copy of the program and to answer the related questions. Your help will be extremely valuable in determining our future directions in teacher education. Thank you!

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QUESTIONNAIRE

Name _____ City _____

Employer _____ State _____

Position _____ Years of Experience in Present Position _____

Serving an Urban _____ or Rural _____ Area College Graduated from _____

Was it a four _____ or five _____ year program

Section I

This section's questions are in a multiple option format. In the spaces at the left, rank order each optional response providing a "1" for your preferred choice, a "2" for your second choice, and so on.

1. In view of what we have proposed as a joint training program, if you had a choice of which training program your prospective teachers could attend, what would be your order of preference?

   _____ A. A four year undergraduate teacher preparation program in either elementary or special education.
   _____ B. UNR's combined elementary and special education teacher preparation program.
   _____ C. Four years of liberal arts preparation with a fifth year of teacher preparation in either elementary or special education.
   _____ D. A four year undergraduate teacher preparation program in elementary or special education followed by a fifth year teaching internship.

2. The rural nature of most of Nevada requires that its teachers be both capable and self-reliant. Given our rural geography, which type of training program would best serve the State of Nevada?

   _____ A. A four year undergraduate teacher preparation program in either elementary or special education.
   _____ B. UNR's combined elementary and special education teacher preparation program.
   _____ C. Four years of liberal arts preparation with a fifth year of teacher preparation in either elementary or special education.
   _____ D. A four year undergraduate teacher preparation program in elementary or special education followed by a fifth year teaching internship.

3. In preparing beginning teachers, which type of training program would make you most "marketable" as a prospective teacher?

   _____ A. A four year undergraduate teacher preparation program in either elementary or special education.
   _____ B. UNR's combined elementary and special education teacher preparation program.
   _____ C. Four years of liberal arts preparation with a fifth year of teacher preparation in either elementary or special education.
   _____ D. A four year undergraduate teacher preparation program in elementary or special education followed by a fifth year teaching internship.

4. Beginning teachers almost always indicate that practicum and student teaching are their most meaningful experiences. Which program option best provides for this type of hands-on experience?

   _____ A. A four year undergraduate teacher preparation program in either elementary or special education.
   _____ B. UNR's combined elementary and special education teacher preparation program.
   _____ C. Four years of liberal arts preparation with a fifth year of teacher preparation in either elementary or special education.
   _____ D. A four year undergraduate teacher preparation program in elementary or special education followed by a fifth year teaching internship.

5. Since education is no longer attracting large numbers of the more capable students, which type of training program stands the best chance of providing the training necessary to make up for the native talent that may be absent?

   _____ A. A four year undergraduate teacher preparation program in either elementary or special education.
   _____ B. UNR's combined elementary and special education teacher preparation program.
   _____ C. Four years of liberal arts preparation with a fifth year of teacher preparation in either elementary or special education.
   _____ D. A four year undergraduate teacher preparation program in elementary or special education followed by a fifth year teaching internship.

6. With respect to course work in liberal arts instruction, which of the following contribute most to the preparation of a knowledgeable and capable teacher?

   _____ A. A balance between liberal arts studies and teacher education combined into a four year program.
   _____ B. A balance between liberal arts studies and teacher education combined into a five year program.
   _____ C. Requiring the majority of course work in liberal arts with only a few courses in teacher education.
   _____ D. Requiring the majority of course work in teacher education with only a few courses in liberal arts.
   _____ E. Four years of liberal arts preparation with a fifth year of teacher preparation in either elementary or special education.

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Section II Please write responses to the questions.

7. If the combined elementary and special education program were to be modified or expanded, how would your role tend this be done?

8. Given current levels of beginning teacher salaries, would a fifth year of preparation discourage individuals from choosing teaching as a career? Yes _____ No _____

Explain:

9. What are the advantages and disadvantages of changing from a four year teacher preparation program to a five year teacher preparation program?

Advantages:

Disadvantages:

10. If UNR were to adopt a teacher training model similar to California, which requires a liberal arts major and baccalaureate degree prior to a fifth year in elementary or special education, would this make for a more competent teacher? Yes _____ No _____

Explain:

11. What are the major frustrations regarding your teachers' total college experiences, including liberal arts studies and teacher preparation (i.e., the kind of courses or lack of) ?

12. Would the new UNR combined elementary and special education proposed program alleviate some of the frustration you have experienced? Yes _____ No _____

Explain:

13. Do you favor a teacher preparation program followed by a university/ employer supervised first year teaching experience? Yes _____ No _____

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A PROGRAM REVISION QUESTIONNAIRE

for

Secondary Teacher Education Respondents

The College of Education at the University of Nevada Reno has recently undergone an extensive program review. From the results of this review, there is a possibility that teacher training for secondary education may be extended to a five year program of unspecified design. We have prepared the following questionnaire in order to gather objective external opinion about the merits and disadvantages of various program preparation options. Please take the few minutes necessary to complete the questionnaire and return it to us. Your input will be extremely valuable in determining the future direction of secondary teacher education at our institution. Thank you!

Employer _____ State _____

Position _____ Years of Experience in Present Position _____

Serving an Urban _____ or Rural _____ Area College Graduated from _____

Was it a four _____ or five _____ year program

Section I

This section's questions are in a multiple option format. In the spaces at the left, rank order each optional response providing a "1" for your preferred choice, a "2" for your second choice, and so on.

1. If you had a choice of which type of secondary teacher training program you could attend, what would be your order of preference?

   _____ A. A four year undergraduate teacher preparation program in secondary education.
   _____ B. A four year undergraduate program involving two years of Arts and Science followed by formal admission into the College of Education secondary teacher training program.
   _____ C. Four years of liberal arts preparation with a fifth year in secondary teacher education (including student teaching).
   _____ D. A four year undergraduate teacher preparation program in secondary education (including student teaching) followed by a fifth year teaching internship.

2. Given the rural nature of most western states, which type of secondary training would best serve this rural need?

   _____ A. A four year undergraduate teacher preparation program in secondary education.
   _____ B. A four year undergraduate program involving two years of Arts and Science followed by formal admission into the College of Education secondary teacher training program.
   _____ C. Four years of liberal arts preparation with a fifth year in secondary teacher education (including student teaching).
   _____ D. A four year undergraduate teacher preparation program in secondary education (including student teaching) followed by a fifth year teaching internship.

3. If you were a beginning teacher, which type of secondary training program would make you most "marketable" as a prospective teacher?

   _____ A. A four year undergraduate teacher preparation program in secondary education.
   _____ B. A four year undergraduate program involving two years of Arts and Science followed by formal admission into the College of Education secondary teacher training program.
   _____ C. Four years of liberal arts preparation with a fifth year in secondary teacher education (including student teaching).
   _____ D. A four year undergraduate teacher preparation program in secondary education (including student teaching) followed by a fifth year teaching internship.

4. Since education is no longer attracting large numbers of the more capable students, which type of secondary teacher training program stands the best chance of providing the training necessary to make up for the native talent that may be absent?

   _____ A. A four year undergraduate teacher preparation program in secondary education.
   _____ B. A four year undergraduate program involving two years of Arts and Science followed by formal admission into the College of Education secondary teacher training program.
   _____ C. Four years of liberal arts preparation with a fifth year in secondary teacher education (including student teaching).
   _____ D. A four year undergraduate teacher preparation program in secondary education (including student teaching) followed by a fifth year teaching internship.

5. Beginning teachers almost always indicate that practicum and student teaching are their most meaningful experiences. Which program option best provides for this hands-on type of experience?

   _____ A. A four year undergraduate teacher preparation program in secondary education.
   _____ B. A four year undergraduate program involving two years of Arts and Science followed by formal admission into the College of Education secondary teacher training program.
   _____ C. Four years of liberal arts preparation with a fifth year in secondary teacher education (including student teaching).
   _____ D. A four year undergraduate teacher preparation program in secondary education (including student teaching) followed by a fifth year teaching internship.

6. With respect to course work in liberal arts instruction, which of the following contribute most to the preparation of a knowledgeable and capable secondary teacher?

   _____ A. A balance between liberal arts studies and teacher education combined into a four year program.
   _____ B. A balance between liberal arts studies and teacher education combined into a five year program.
   _____ C. Requiring the majority of course work in liberal arts with only a few courses in teacher education.
   _____ D. Requiring the majority of course work in teacher education with only a few courses in liberal arts.
   _____ E. Four years of liberal arts preparation with a fifth year in secondary teacher education (including student teaching).

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Section II Please write responses to the questions.

7. Given current levels of beginning teacher salaries, would a fifth year of preparation discourage individuals from choosing teaching as a career? Yes _____ No _____

   Explain:

8. What are the advantages and disadvantages of changing from a four year secondary teacher preparation program to a five year preparation program?

   Advantages:

   Disadvantages:

9. If UNR were to adopt a teacher training model similar to California, which requires a liberal arts major and baccalaureate degree prior to a fifth year in secondary teacher education, would this make for a more competent secondary teacher? Yes _____ No _____

   Explain:

10. What have been your major frustrations regarding your total college experience, including liberal arts studies and your secondary teacher preparation (i.e., the kinds of courses or lack of)?

11. Do you favor a teacher preparation program followed by a university/ employer supervised first year teaching experience? Yes _____ No _____

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A PROGRAM REVISION QUESTIONNAIRE

for

College Faculty Preparing Secondary Teachers

The College of Education at the University of Nevada Reno has recently undergone an extensive program review. From the results of this review, there is a possibility that teacher training for secondary education may be extended to a five year program of unspecified design. We have prepared the following questionnaire in order to gather objective external opinion about the merits and disadvantages of various program preparation options. Please take the few minutes necessary to complete the questionnaire and return it to us. Your input will be extremely valuable in determining the future direction of secondary teacher education at our institution. Thank you!

Bxx

QUESTIONNAIRE

Name _____ City _____

Employer _____ State _____

Position _____ Years of Experience in Present Position _____

Serving an Urban _____ or Rural _____ Area College Graduated from _____

Was it a four _____ or five _____ year program

Section I

This section's questions are in a multiple option format. In the spaces at the left, rank order each optional response providing a "1" for your preferred choice, a "2" for your second choice, and so on.

1. If you had a choice of which type of secondary teacher training program prospective teacher could attend, what would be your order of preference?

   _____ A. A four year undergraduate teacher preparation program in secondary education.
   _____ B. A four year undergraduate program involving two years of Arts and Science followed by formal admission into the College of Education secondary teacher training program.
   _____ C. Four years of liberal arts preparation with a fifth year in secondary teacher education (including student teaching).
   _____ D. A four year undergraduate teacher preparation program in secondary education (including student teaching) followed by a fifth year teaching internship.

2. Given the rural nature of most western states, which type of secondary training would best serve this rural need?

   _____ A. A four year undergraduate teacher preparation program in secondary education.
   _____ B. A four year undergraduate program involving two years of Arts and Science followed by formal admission into the College of Education secondary teacher training program.
   _____ C. Four years of liberal arts preparation with a fifth year in secondary teacher education (including student teaching).
   _____ D. A four year undergraduate teacher preparation program in secondary education (including student teaching) followed by a fifth year teaching internship.

3. In preparing beginning teachers, which type of secondary training program would make you most "marketable" as a prospective teacher?

   _____ A. A four year undergraduate teacher preparation program in secondary education.
   _____ B. A four year undergraduate program involving two years of Arts and Science followed by formal admission into the College of Education secondary teacher training program.
   _____ C. Four years of liberal arts preparation with a fifth year in secondary teacher education (including student teaching).
   _____ D. A four year undergraduate teacher preparation program in secondary education (including student teaching) followed by a fifth year teaching internship.

4. Since education is no longer attracting large numbers of the more capable students, which type of secondary teacher training program stands the best chance of providing the training necessary to make up for the native talent that may be absent?

   _____ A. A four year undergraduate teacher preparation program in secondary education.
   _____ B. A four year undergraduate program involving two years of Arts and Science followed by formal admission into the College of Education secondary teacher training program.
   _____ C. Four years of liberal arts preparation with a fifth year in secondary teacher education (including student teaching).
   _____ D. A four year undergraduate teacher preparation program in secondary education (including student teaching) followed by a fifth year teaching internship.

5. Beginning teachers almost always indicate that practicum and student teaching are their most meaningful experiences. Which program option best provides for this hands-on type of experience?

   _____ A. A four year undergraduate teacher preparation program in secondary education.
   _____ B. A four year undergraduate program involving two years of Arts and Science followed by formal admission into the College of Education secondary teacher training program.
   _____ C. Four years of liberal arts preparation with a fifth year in secondary teacher education (including student teaching).
   _____ D. A four year undergraduate teacher preparation program in secondary education (including student teaching) followed by a fifth year teaching internship.

6. With respect to course work in liberal arts instruction, which of the following contribute most to the preparation of a knowledgeable and capable secondary teacher?

   _____ A. A balance between liberal arts studies and teacher education combined into a four year program.
   _____ B. A balance between liberal arts studies and teacher education combined into a five year program.
   _____ C. Requiring the majority of course work in liberal arts with only a few courses in teacher education.
   _____ D. Requiring the majority of course work in teacher education with only a few courses in liberal arts.
   _____ E. Four years of liberal arts preparation with a fifth year in secondary education (including student teaching).

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Section II Please write responses to the questions.

7. Given current levels of beginning teacher salaries, would a fifth year of preparation discourage individuals from choosing teaching as a career? Yes _____ No _____

   Explain:

8. What are the advantages and disadvantages of changing from a four year secondary teacher preparation program to a five year preparation program?

   Advantages:

   Disadvantages:

9. If UNR were to adopt a teacher training model similar to California, which requires a liberal arts major and baccalaureate degree prior to a fifth year in secondary teacher education, would this make for a more competent secondary teacher? Yes _____ No _____

10. What are the major frustrations regarding total teacher preparation programs, including liberal arts studies and secondary teacher preparation (i.e., the kinds of courses or lack of)?

11. Do you favor a teacher preparation program followed by a university/ employer supervised first year teaching experience? Yes _____ No _____

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12. Does your College or University offer a baccalaureate degree in Education? Yes ____ No ____

If yes, How many semester hours are required: In Education ____? In Total ____?

How many years are required ____?

If no, What constitutes your teacher preparation program in general? (Explain)

13. What are the entrance requirements for your Teacher Education Program in:

Secondary Education?	Elementary Education?	Special Education?	
_____	_____	_____	A high school diploma
_____	_____	_____	Two years in an Arts and Science Program
_____	_____	_____	A baccalaureate degree in Arts and Science
_____	_____	_____	A minimum grade point average (specify)
_____	_____	_____	Other (specify)

14. To be certified in your state, is a fifth year of college or university preparation required for:

A Secondary Teaching Credential? Yes ____ No ____

An Elementary Teaching Credential? Yes ____ No ____

A Special Education Teaching Credential? Yes ____ No ____

15. Does certification in your state require a baccalaureate degree in Education followed by a fifth year teaching internship?

Yes ____ No ____

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A PROGRAM REVISION QUESTIONNAIRE

for

High School Administrators

The College of Education at the University of Nevada Reno has recently undergone an extensive program review. From the results of this review, the higher administration has recommended that teacher training for secondary education be extended to a five year program of unspecified design. Instead of speculating on, or waiting to hear what they might propose, we have prepared the following questionnaire in order to gather objective external opinion about the merits and disadvantages of various program preparation options. Please take the few minutes necessary to complete the questionnaire and return it to us. Your input will be extremely valuable in determining the future direction of secondary teacher education at our institution. Thank you!

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QUESTIONNAIRE

Name _____ City _____

Employer _____ State _____

Position _____ Years of Experience in Present Position _____

Serving an Urban _____ or Rural _____ Area College Graduated from _____

Was it a four _____ or five _____ year program

Section I

This section's questions are in a multiple option format. In the spaces at the left, rank order each optional response providing a "1" for your preferred choice, a "2" for your second choice, and so on.

1. If you had a choice of which type of secondary teacher training program your prospective teachers could attend, what would be your order of preference?

   _____ A. A four year undergraduate teacher preparation program in secondary education.
   _____ B. A four year undergraduate program involving two years of Arts and Science followed by formal admission into the College of Education secondary teacher training program.
   _____ C. Four years of liberal arts preparation with a fifth year in secondary teacher education (including student teaching).
   _____ D. A four year undergraduate teacher preparation program in secondary education (including student teaching) followed by a fifth year teaching internship.

2. Given the rural nature of most western states, which type of secondary training would best serve this rural need?

   _____ A. A four year undergraduate teacher preparation program in secondary education.
   _____ B. A four year undergraduate program involving two years of Arts and Science followed by formal admission into the College of Education secondary teacher training program.
   _____ C. Four years of liberal arts preparation with a fifth year in secondary teacher education (including student teaching).
   _____ D. A four year undergraduate teacher preparation program in secondary education (including student teaching) followed by a fifth year teaching internship.

3. In preparing beginning teachers, which type of secondary training program would make you most "marketable" as a prospective teacher?

   _____ A. A four year undergraduate teacher preparation program in secondary education.
   _____ B. A four year undergraduate program involving two years of Arts and Science followed by formal admission into the College of Education secondary teacher training program.
   _____ C. Four years of liberal arts preparation with a fifth year in secondary teacher education (including student teaching).
   _____ D. A four year undergraduate teacher preparation program in secondary education (including student teaching) followed by a fifth year teaching internship.

4. Since education is no longer attracting large numbers of the more capable students, which type of secondary teacher training program stands the best chance of providing the training necessary to make up for the native talent that may be absent?

   _____ A. A four year undergraduate teacher preparation program in secondary education.
   _____ B. A four year undergraduate program involving two years of Arts and Science followed by formal admission into the College of Education secondary teacher training program.
   _____ C. Four years of liberal arts preparation with a fifth year in secondary teacher education (including student teaching).
   _____ D. A four year undergraduate teacher preparation program in secondary education (including student teaching) followed by a fifth year teaching internship.

5. Beginning teachers almost always indicate that practicum and student teaching are their most meaningful experiences. Which program option best provides for this hands-on type of experience?

   _____ A. A four year undergraduate teacher preparation program in secondary education.
   _____ B. A four year undergraduate program involving two years of Arts and Science followed by formal admission into the College of Education secondary teacher training program.
   _____ C. Four years of liberal arts preparation with a fifth year in secondary teacher education (including student teaching).
   _____ D. A four year undergraduate teacher preparation program in secondary education (including student teaching) followed by a fifth year teaching internship.

6. With respect to course work in liberal arts instruction, which of the following contribute most to the preparation of a knowledgeable and capable secondary teacher?

   _____ A. A balance between liberal arts studies and teacher education combined into a four year program.
   _____ B. A balance between liberal arts studies and teacher education combined into a five year program.
   _____ C. Requiring the majority of course work in liberal arts with only a few courses in teacher education.
   _____ D. Requiring the majority of course work in teacher education with only a few courses in liberal arts.
   _____ E. Requiring all but a fifth year in liberal arts.

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Section II Please write responses to the questions.

7. Given current levels of beginning teacher salaries, would a fifth year of preparation discourage individuals from choosing teaching as a career? Yes _____ No _____

   Explain:

8. What are the advantages and disadvantages of changing from a four year secondary teacher preparation program to a five year preparation program?

   Advantages:

   Disadvantages:

9. If UNR were to adopt a teacher training model similar to California, which requires a liberal arts major and baccalaureate degree prior to a fifth year in secondary teacher education, would this make for a more competent secondary teacher? Yes _____ No _____

   Explain:

10. What have been your major frustrations regarding your total college experience, including liberal arts studies and your secondary teacher preparation (i.e., the kinds of courses or lack of)?

11. Do you favor a teacher preparation program followed by a university/ employer supervised first year teaching experience? Yes _____ No _____

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APPENDIX C

Mailing List for Distributing Questionnaire

Mr. Arlo F. Shelley, Principal American Fork High School 510 N. 6th E American Fork,UT 84003	David L. Doty, Principal Crook County High School E. 1rt St. Prineville, OR 97754	Richard Varreti, Principal Grenado High School Grenado, AZ 86505
Carroll C. Nichols, Principal Box Elder High School 380 s. 6th W Brigham City, UT 84302	Harvey Boyle, Principal Henby Jr. High School Gold Hill, OR	Jack O'Reilly, Principal St. Johns High School P.O. Box 429 St. Johns AZ 85936
Mr. David Lawrence, Principal Clearfield High School 938 S. 1000 E. Clearfield, UT 84015	Harvey Boyle, Principal Hanby Jr. High School 806 6th Ave. Gold Hill, OR 97525	Principal San Simon High School P.O. Box 38 San Simon, AZ 85632
Mr. Robert D. Swinburne, Prin. Emery County High School Castle Dale, UT 84513	Lyle Rilling, Principal Lakeview High School 906 S. 3rd St Lakeview, OR 97630	Glen Huish, Principal Chandler Jr. High School 191 West Oakland Chandler, AZ 85224
Mary Jean Johnson, Principal Granger High School 3690 S 3600 W Granger UT 84119	Tom Turnbull, Principal Cottage Grove High School 1000 Taylor Ave. Cottage Grove, OR 97424	Dr. Gary Prosper, Sup. Fountain Hills School P.O. Box 13043 17300 Calaveras Ave Fountain Hills, AZ 85263
Mr. Daryl Nelson, Tchg Prin. North Rich High School Laketown, UT 84038	Lyle Jarvis, Principal Sweet Home High School 1641 Long St. Sweet Home, OR 97386	Richard Riley, Principal Gilbert High School P.O. Drawer 1 Gilbert, AZ 85234
Mr. John Whatcott, Principal Dixie High School 350 E. 700 S St. George UT 84770	F. Raymond Utz, Principal David Douglas High School (Sr. Campus) 1500 SE 130th Ave. Portland, OR 97233	James Curlett, Principal Mountain View High School 2700 E. Brown Road Mesa, AZ 85203
Mr. Darwin Taylor, Principal Weber High School 3650 N 500 W Ogden, UT 84404	Eugene Douthit, Principal Grant High School 2245 NE 36th Ave Portland, OR 97212	Wellesley, Goodwin, Prin. Alhambra High School 3839 W. Camelback Road Phoenix, AZ 85019
Mr. John Crossley, Principal Jefferson School 3159 Grant Ave Ogden, UT 84401	Ellen Graham, Asst. Princ. Pendleton Jr. High School 700 SW Runnion Ave Pendleton, OR 97801	John "Cal" Bruins, Prin. Arcadia High School 4703 E. Indian School Rd. Phoenix, AZ 85018
Mr. Ronald Last, Principal Provo High School 1125 N. University Ave. Provo, UT 84601	David Jones, Principal Wahtonka High School 3601 W 10th St. The Dalles, OR 97058	Dr. Bill Fitzgerald, Prin Marcos De Niza High Schoo 6000 S. Lakeshore Dr. Tempe AZ 85283
Rulon C. Olsen, Principal Logan High School 162 W. 1st S. Logan UT 84321	Judy Wayland, Principal Renne Jr. High School 620 E. Sixth St. Newberg, OR 97132	

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[illegible] Tow, AZ 85201	[illegible] Las Vegas, NV 89101	Mesquite, NV 89024
Scott Mumfell, Principal Orange Grove Jr. High [illegible] E. Orange Grove Rd. Tucson, AZ 85718	Ward H. Gubler, Principal Rancho High School 1900 East Owens Ave. North Las Vegas, NV 89030	Victor C. Gennari, Prin. Indian Springs Jr/Sr Hig Indian Springs NV 8901
William J. Jazovich, Prin. Sunnyside High School 1735 E Bilby Road Tucson, AZ 85706	Richard E. Brown, Prin. Valley High School 2839 South Burnham St. Las Vegas, NV 89109	
Mike Peluci, Principal Safford Jr. High School 300 South 5th Ave. Tucson, AZ 85701	Brian M. Crum, Principal Western High School 4601 West Bonanza Road Las Vegas, NV 89107	Mario C. Monaco, Principal So. NV Vocational/Technical Center 5710 Mountain Vista Las Vegas, NV 89120
Gary Collins, Principal Apache Junction High Sch. P.O. Box 879 Apache Junction, AZ 85220	Lanny R. Lund, Principal Basic High School 751 Palo Verde Dr. Henderson, NV 89015	William H. Butler, Prin. Douglas High School Highway 88 P.O. Box 429 Minden, NV 89423
C.E. Castro, Principal Ray High School P.O. Box 427 Kearny, AZ 85237	Phyllis K. Carl, Princ. Sunset High School 401 South 5th St. Las Vegas, NV 89101	Richard Brownfield, Prin. Geo. Whittell High Sch. Box 677 Zephyr Cove, NV 89448
Robert M. Slaby, Principal Carson High School Highway 50, East Carson City, NV 89701	Carroll M. Johnston, Prin. Chaparral High School 3850 Annie Oakley Las Vegas, NV 89121	Charles E. Borden, Prin. Carlin High School 724 Bush Carlin NV 89822
Ronald R. Travis, Princip. Churchill Co. High School [illegible] S. Maine St. Fallon, NV 89406	Nils G. Bayles, Principal Eldorado High School 1139 N. Linn Lane Las Vegas, NV 89110	James E. Jund Wells High School 115 Lake Ave. Box 338 Wells, NV 89835
Jerry G. Olson, Principal [illegible] W. Clark High Sch. [illegible] W. Tonopah Ave. Las Vegas, NV 89102	Aubrey R. Morgan, Principal Bonanza High School 6665 W. Del Rey Ave. Las Vegas, NV 89102	Royal E. Orser, Prin. Elko Jr./Sr. High School 987 College Ave. Elko, NV 89801
[illegible] V. Edwards, Prin. Las Vegas High School 315 So.	Brian O. Fox, Principal Boulder City High School 1101 Fifth Ave. Boulder City, NV 89005	Donald L. Collins, Prin. Owyhee High School Box 38 Owyhee, NV 89832
Jerry G. Olso	Brian O. Fox, Principal Boulder City High School 1101 Fifth Ave. Boulder City, NV 89005	Selway Mulkey, Prin. Mathew Strock Eureka, NV 89316

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[illegible], Prin.
[illegible]ary
[illegible], WA 99362

[illegible], Principal
[illegible] Elementary
[illegible] Ave.
Grandview, WA 98930

Julianne Clise, Prin.
[illegible] W. Washington Ave.
[illegible] Elementary
Yakima, WA 98902

Dee Leak, Principal
North Park School K-6
[illegible] E 7th N.
Tremonton, UTAH 84337

William Bertolio, Prin.
Lincoln School K-6
62 W 1st S
Hyrum, UT 245-6442

John B. Angotti, Prin.
Castle Heights Elementary K-6
750 North Homestead Blvd.
Price, UT 84501

Ken Bullock, Prin. K-6
Crestview School
185 W. Golden Ave.
Layton, UT 84041

Robert Larson, Prin.
South Weber School K-6
[illegible] E. Lester
Ogden, UT 84403

Arlo Hinckley, Prin.
West Point School K-6
[illegible] W 300 N.
West Point, UT 84015

Howard G. Todd, Prin.
Altamont School K-6
[illegible]
Altamont, UT 84001

[illegible] L. Mower, Prin.
[illegible] School K-6
[illegible], Utah 84523

Jack Clearain, Prin.
Helen M. Knight School K-5
168 W. 400 N.
Moab, UT 84532

Blaine J. Wasden, Prin.
Mill Creek School
3761 S 1100 E K-6
Salt Lake City, UT 84106

Clifford DeGraw, Prin.
Woodstock School K-6
6015 S. 13th
Salt Lake City, UT 84121

Paul K. Radmall, Prin.
Cedar East School K-5
255 E. College
Cedar City, UT 84720

Denny Kastelic, Prin.
Mountview School K-5
1651 East 7000 S.
Salt Lake City, UT 84121

Ralph O. Boswell, Prin.
Nephi School K-5
380 East 200 North
Nephi, UT 84648

Timothy Moran, Prin.
Brockbank School K-5
340 West 500 North
Spanish Fork, UT 84660

Reed K. Miller, Prin.
Mt. Pleasant School K-6
Mt. Pleasant, UT 84647

Ephraim Morris, Prin.
La Sal School 1-4
LaSal, UT 84530

James R. Petersen, Prin.
Ephraim School K-5
151 S Main
Ephraim, UT 84627

Kenneth Rupp, Prin.
Tooele Central School K-6
55 N 1st W
Tooele, UT 84074

Gene Bennett, Prin.
Santa Clara School K-6
Santa Clara, UT 84765

Larry W. Roylance, Prin.
North Ogden School K-6
474 E 2650 N
Ogden, UT 84404

William R. Nosack, Prin.
Dilworth School K-6
1953 S 2100 E
Salt Lake City, UT 84108

Merrill D. Taylor, Prin.
Whittier School
1568 S 300 E K-6
Salt Lake City, UT 84115

David L. Ellis, Prin.
Polk School K-5
2615 Polk Ave.
Ogden, UT 84403

Larry J. Jacobsen, Prin.
Adams School
530 N 4th E K-6
Logan, UT 84321

Paul E. Dahl, Prin.
Mildred Bray School
West Fourth
Carson City, NV 89701

Martin Gundlach, Prin.
Edith W. Fritsch School
West Bath Street
Carson City, NV 89701

Elma S. Blaud, Prin.
Seeliger School
2800 South Saliman
Carson City, NV 89701

Elmo S. Oxborrow, Prin.
Northside
Venturacci Place
Fallon, NV 89406

Gorden C. Douglas, Prin.
204 West End
280 South Russell
Fallon, NV 89406

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Joseph E. DeArrieta, Prin Albert M. Henry High Sch Box 831, Muncy Canyon Rd. Winnemucca, NV 89445	Ronald P. Raiche, Principa	Dudley Cate, Princ. Edward D. Reed High Sch WCSD
Principal McDermitt High School McDermitt	Ronald P. Raiche, Princ. Beatty High School P.O. Box 368 Beatty, NV 89003	John E. Genasci, Prin. Washoe High School WCSD
Principal McDermitt High School Box 93 McDermitt, NV 89421	Robert W. Ragar, Princ. Gabbs High School P.O. Box 147 Gabbs, NV 89409	David R. Green, Prin. Gerlach High School WCSD
James F. Huckaby, Prin. Battle Mountain High 650 Beaver Ave Battle Mountain, NV 89820	Donald F. Logan, Princ. Tonopah High School P.O. Box 553 Tonopah, NV 89049	Carl M. Robinson, Prin. Incline High School WCSD
Jeffrey Dwyer, Principal Austin High School Austin, NV 89310	Rodney L. Pekarek, Princ. Pahrump High School P.O. Box 7-A Pahrump, NV 89041	Florindo Marioni, Prin. White Pine Co High Scho 844 Aultman St. Ely, NV 89301
Lorell Bleak, Princ. Lincoln Co. Jr./Sr. High Pioche, NV 89042	John A. Hocking, Princ. Pershing Co. High School 1215 Franklin P.O. Box 389 Lovelock, NV 89419	Kenneth V. McKenzie, Prin Lund High School Lund, NV 89317
Gerald M. Wilson Pahranagat Valley Jr./Sr. High School Alamo, NV 89001	Principal Storey County High School South D Virginia City, NV 89440	
Robert L. Shipley, Prin. Pamley High School 1300 Highway 95A Pamley, NV 89408	Jaculine R. Jones, Prin. Earl Wooster High School 1331 E. Plumb Lane Reno, NV 89520	
Wayne L. Montgomery, Prin Smith Valley High School Smith, NV 89430	William J. Howton, Prin. Reno High School 395 Booth Street Reno, NV 89520	
John F. Pride, Princ. Yerington High School 214 Pearl Street Yerington, NV 89447	Michael G. Horan, Prin. Sparks High School 820 15th St. Sparks, NV 89431	
Talbert K. Cornelia, Prin [illegible] A Street Hawthorne, NV 89415	John D. Gascue, Princ. Procter Hug High School 2880 Sutro Reno, NV 89520	BEST COPY AVAILABLE Civ

Helen B. Goulette, Prin.
Bertah B. Ronzone School
5751 Stacey Avenue
Las Vegas, NV 89108

William L Evans, Prin.
C.V.T. Gilbert School
2101 West Cartier Avenue
North Las Vegas, NV 89030

Mark T. Lange, Prin.
Doris Hancock School
1651 Lindell Road
Las Vegas, NV 89102

Mary G. Richardson, Prin.
Kermit T. Booker School
2277 North Highland Drive
Las Vegas, NV 89106

Thomas J. Groarke, Prin.
J. E. Manch School
4351 Lamont Street
Las Vegas, NV 89110

Joe Phillips, Prin.
John S. Park School
931 Franklin Avenue
Las Vegas, NV 89104

Margaret Cahoon, Principal
Kit Carson School
1735 North D. Street
Las Vegas, NV 89106

James R. Shipp, Prin.
Laura Dearing School
3046 South Ferndale Avenue
Las Vegas, NV 89121

Roland L. Fagan, Prin.
Lois Craig School
2637 East Gowan Road
North Las Vegas, NV 89030

Allin D. Chandler, Prin.
Mountain View School
5436 East Kell Lane
Las Vegas, NV 89110

Delloyd Hammond, Prin.
Lomie Gray Heard School
Baer Street
Nellis Air Force Base

Carolyn S. Reedom, Prin.
Red Rock School
408 Upland Boulevard
Las Vegas, NV 89107

Maurcie Flores, Prin.
Robert E. Lake School
2904 Meteoro Street
Las Vegas, NV 89109

Kathryn S. Augspurger, Prin.
Twin Lakes School
3300 Riverside Drive
Las Vegas, NV 89108

Neil C. Twitchell, Prin.
Gordon McCaw School
57 Lynn Lane
Henderson, NV 89015

Denis R. Barsness, Prin.
Gardnerville Elementary
111 Toler Avenue
P O Box 157
Gardnerville, NV 89410

Frank N. Bruno, Prin.
Zephyr Cove Elementary School
Box 7
Zephr Cove, NV 89448

Head Teacher
Jackpot Elementary School
Jackpot, NV 89825

Robert L. Call, Prin.
Northside School
1645 Sewell Drive
Elko, NV 89801

Head Teacher
Wells Elementary School
404 4th - BOX 338
Wells, NV 89835

Head Teacher
Goldfield School
Goldfield, NV 89013

Head Teacher
Eureka Elementary
Adams Street (BOX 249)
Eureka, NV 89316

Judith Thompson, Prin.
Winnemucca Elementary
522 Lay Street
Winnemucca, NV 89445

Gerald R. Rockstad, Prin.
McDermitt Elementary
P O Box 98
McDermitt, NV 89421

Carl Hastings, Prin.
Eliza Pierce
330 E. 6th S. Street
Battle Mountain, NV 89820

Paul W. Christensen, Prin.
Panaca Elementary
Panaca, NV 89042

Donald M. Dallas, Prin.
Dayton Elementary School
Dayton Valley Road
Dayton, NV 89403

Charles B. Robinson, Prin.
Fernley Elementary
450 Hardie Lane
Fernley, NV 89408

Granville L. Gage, Prin.
Hawthorne Elementary
751 A Street
Hawthorne, NV 89415

John W. Hyatt, Prin.
Schurz Elementary
Schurz, NV 89427

Don A. Worden
Pahrump School
P O Box 7-A
Pahrump, NV 89041

Head Teacher
Tonopah Elementary
P O Box 553
Tonopah, NV 89049

Karl E. Hostman, Prin.
Lovelock Elementary
P O Box 621
Lovelock, NV 89419

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Linda Forbes, Prin. 1-5
Camp Creek Elem.
82973 Upper Camp Creek Rd.
Springfield, OR 97477

Cynthia Coady, Prin.
Fir Grove Elem.
5355 Scenic Dr. 1-6
Albany, OR 97321

David Powell, Prin.
Liberty Elem.
28721 Liberty Rd. K-6
Sweet Home, OR 97386

David James, Prin.
Bethany Elem. K-8
11824 Hazelgreen Rd. NE
Silverton, OR 97381

Donald Anderson, Prin.
Mt. Angel Elem. 5-8
460 E. Marquam St.
Mt. Angel, OR 97362

Gene Mulkey, Prin.
Mark Twain Elem. 7-8
425 Church St.
Silverton, OR 97381

Eugene Cook, Prin.
Cherry Park Elem. k-6
1930 SE 104th Ave.
Portland, OR 97216

Richard Wheatley, Prin.
Capitol Hill Elem. K-5
8401 SW 17th Ave.
Portland, OR 97219

R. Allen Hester, Prin.
Alder Elem. K-6
17200 SE Alder St.
Portland, OR 97233

Cloverdale Elem.
Richard L. Sunderland, Prin.
36925 Hwy. 101 S K-8
Cloverdale, OR 97112

Roger Jorgensen, Prin.
Freewater Elem. 3-5
17 NW 8th Ave
Milton-Freewater, OR 97862

Dennis Mills, Prin.
North Powder Elem. 1-8
3rd & "G" Strs.
North Powder, OR 97867

Susan Dunn, Prin.
Buxton Elem. 4-6
P O Box 367
Banks, OR 97106

Herb Romey, Prin.
Amity Elem. 1-5
Rice Lane
Amity, OR 97101

Joan Rusk, Prin.
Adams Elem. Sch. K-6
1725 Warm Springs Ave.
Boise, Idaho 83702

Wm. G. Quinney, Prin/
Cole Elementary School K-6
7415 Fairview Ave.
Boise, ID 83704

Leroy Webber, Prin.
Hawthorne Elem. Sch. K-6
2401 Targee St.
Boise, ID 83705

Joan Craven, Prin.
Jefferson Elem. Sch. K-6
200 South Latah
Boise, ID 83705

Calvin G. Wells, Prin.
Lowell Elem. Sch. K-6
1507 N. 28th St.
Boise, ID 83703

Dr. David A. Grandt, Prin.
Mountain View Elem. Sch. K-6
3500 Cabarton Lane
Boise, ID 83704

Grant Olson, Prin.
Gate City Elem. K-6
2288 Hiskey
Pocatello, ID 87301

Roger G. Wheeler, Prin.
Jefferson Elem. K-6
1455 Gwen
Pocatello, Idaho 83201

Tyhee Elementary School
North of City K-
Pocatello, ID 87301

James Liday, Prin.
Claude A. Wilcox Elem. Sch.
427 Lark Lane K-6
Pocatello, ID 83201

Dewane Wren, Prin.
Groveland Elem. Sch. K-
Rt. 4, Box 45
Blackfoot, ID 83221

Michael F. Call, Prin.
Dean Goodsell Elem. Sch K-
185 West Center St.
Shelley, ID 83274

Clark Gardner, Prin.
Garden Valley Elem. Sch. K-6
Garden Valley, ID 83622

Fred A. Hultz, Prin.
East Canyon Elementary School
Rt. 5, Box 5342 3-
Nampa, ID 83651

Harold W. Blauer, Prin.
Mountain View Elem. Sch. 5-6
333 W. 27th
Burley, ID 83318

Beverly Loranger, Prin.
Hagerman Elem. Sch. K-
Lake Street
Hagerman, ID 83332

Eric Osthoff, Head Teacher
Elk City Elementary K-
Elk City, ID 83525

Dan H. Hicks, Prin.
Borah Elem. Sch. 1-
632 Borah Ave.
Coeur d'Alene, ID 838

Cvi
Roger Bengtson, Prin.
Ramsey Elementary 1-6
W. 1351 Kathleen Ave.
Couer d'Alene, ID 83814

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Jefferson Middle Sch. 1st S & 1st E Streets Preston, ID 83263	6-8	Vista Elementary 1701 N. Young Kennewick, WA 99336	Goldendale Primary 820 S. Schuster Goldendale, WA 98620
Gerald Walseth, Prin. Canfield Jr. High Sch. E. 1800 Dalton Ave. Couer d'Alene, ID 83814	7-9	Charles Sears, Prin. Lewis and Clark Elementary 1200 Springwater Wenatchee, WA 98801	Glynn Gibson, Prin. Cascade Elementary 89 S.W. Third Chehalis, WA 98532
Jack Derting, Prin. Spirit Lake Elem. Spirit Lake, ID 83869	1-6	Geral Cox, Prin. Union Ridge Elementary 502 N.W. 199th St. Ridgefield, WA 98642	Richard L. Hattrup, Prin. Sprague Elementary K-5 Box 305 Sprague, WA 99032
George M. Crawford Genesee Elem. Sch. Genesee, ID 83832	K-6	Grant Elementary Beverly Jagla, Principal 430 S.E. First East Wenatchee, WA 98801	Doyle Shaffer, Prin. Naches Trail Elementary 15305 Waller Rd. E Tacoma, WA 98446
Melvin Skeen, Prin. Salmon Pioneer Elem. P O Box 790 Salmon, ID 83467	K-3	Lee Rhoden, Prin. McDermoth Elementary 409 N. K. St. Aberdeen, WA 98520	Paul Wangsmo, Prin. Birney Elementary 1202 S. 76th Tacoma, WA 98409
Madison Jr. High School Robert L. Pederson, Prin 60 W Main St. Rexburg, ID 83440	7-9	Bill Roberts, Prin. Oak Harbor Elementary 1250 Midway Blvd. Oak Harbor, WA 98277	David Teitzel, Prin. Stevenson Elementary Stevenson, WA 98648
R. Sherman Peck, Prin. Acequia Elem. Sch. Acequia, ID 83310	1-5	Patricia Smithson, Prin. Lake Dolloff Elementary 4200 S. 308th St. Auburn, WA 98002	Perry Crandell, Prin. Meadowdale Elementary 6505 168th S W Lynnwood, WA 98036
Tammany Elementary School Westbrook J. Snow, Prin. 6800 Tammany Creek Rd.	K-8	Norman Moundry, Prin. Wellington Elementary 16501 NE 195th St. Woodinville, WA 98072	Raymon Straub, Prin. Salem Woods Elem. 12802 219th Ave. SE Monroe, WA 98272
Westside Elementary School David Nuttycombe, Prin. 609 North 5th St. Payette, ID 83661	K-6	Edward James, Principal Brighton Elementary 4425 S. Holly St. Seattle, WA 98118	James Berry, Prin. McDonald Elementary S. 1512 McDonald Rd. Spokane, WA 99216
Bickel Elementary School Dennis R. Sonius, Prin. 607 2nd Ave. E Twin Falls, ID 83301	K-6	Doug Nuetzmann, Prin. Sanislo Elementary 1812 S.W. Myrtle St. Seattle, WA 98106	Jerry M. Gower, Prin. Blair Elementary Fairchild Air Force Base, WA 99011
Kris Griggs, Prin. Fruitland Elementary 200 S. Fruitland Kennewick, WA 99336		Dr. Ronald Bigelow, Prin. Clear Creek Elementary 3999 N. W. Sunde Rd. Silverdale, WA 98383	Joel Anderson, Head Teacher Onion Creek Elementary Rt. 2, Box 301 Colville, WA 99114

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Chinle Elementary School
Leroy Lewis, Principal
P O Box 587
Chinle, AZ 86503

Clyde Hamblin, Prin.
Eagar Elementary School
P O Box 610
Springerville, AZ 85938

Gary Slocum, Principal
Conolel Johnston Sch. 1-3
P O Drawer Q
Ft. Huachuca, AZ 85613

Norman Littrell, Prin.
Joe Carlson School K-5
1132 12th St.
Douglas, AZ 85607

Principal
San Simon School K-8
P O Box 38
San Simon, AZ 85632

Kathryn Gildon, Prin.
Willcox School K-4
501 West Delos
Willcox, AZ 85643

Harold Greer, Prin.
Charles W. Sechrist School
400 N. Cummings Dr. K-6
Flagstaff, AZ 86001

Gerald Stone, Prin.
Page Elemen.School K-4
P O Box 1927
Page, AZ 86040

Norman S. Rogers, Prin.
Rice School K-8
P O Box 207
San Carlos, AZ 85550

Billie Kay Hinton, Prin.
Ft. Thomas School K-6
P O Box 28
Ft. Thomas, AZ 85536

Marguerite Bieber, Prin.
Laugharn School K-8
P O Box 1567
Clifton, AZ 85533

Dr. T. Haddock, Supt.
Alhambra Elem.Dist.#68 K-8
3001 West Hazelwood
Phoenix, AZ 85017

Frank Branham, Prin.
Orangedale School K-8
5048 East Oak
Phoenix, AZ 85008

Donna Lucia, Prin.
Cave Creek School K-3
P O Box 426
Cave Creek, AZ 85331

Dr. Jack E. Null, Supt.
Fowler Elem. Dist. # 45 K-8
6707 West Van Buren St.
Phoenix, AZ 85031

Harold Griner, Prin.
Melvin E. Sine School K-8 SLD
4932 West Myrtle Ave.
Glendale, AZ 85301

ax Dearing, Prin.
Mount Tipton School K-8
P O Box 248
Dolan Springs, AZ 86441

Manzanita School K-6
Dennis Smith, Prin.
3000 East Manzanita Ave.
Tucson, AZ 85718

Marjorie W. Estes, Prin.
Marana School
11279 W. Grier R. K-5
Marana, AZ 85238

Marion Pearlmann, Prin.
Valencia School Sp.Ed. 1-6
5702 South Campbell
Tucson, AZ 85706

Ronald Sego, Prin.
West School
P O Box 1499
Coolidge, AZ 85228

Russell Insley, Prin.
David C. Lincoln School K-8
P O Box 427
Bagdad, AZ 86321

Alan Crossland, Head Teacher
Bouse Elem Dist. # 26 K-8
P O Box S
Bouse, AZ 85325

Jan Mix, Prin.
Blodgett Elementary 1-4
Coast Hwy.
Blodgett, OR 97326

Russell Pearce, Prin.
Hallinan Elem. K-6
16800 Hawthorne Br.
Lake Oswego, OR 97034

Al Gallagher, Prin.
Barlacy Elem. K-
12th & Madison St.s
Oregon City, OR 97045

Charles Sharps, Prin.
Eastside Elem. K-
936 "D" St.
Eastside, OR 97420

Michael J. Sheppard, Prin.
Sunnyslope Elem. 1-6
2230 SW Cannon Rd.
Roseburg, OR 97470

Walter Harris, Prin.
Tenmile Elem. 1-6
P O Box 288
Dillard, OR 97432

Principal
Elk Trail Elem. 1-
591 Elk Creek Rd.
Trail, OR 97541

John T. Rawls, Prin.
Madrona Elem. 1-
520 Detrick Dr.
Grants Pass, OR 97526

Head Teacher
Silver Lake Elementary 1-
P O Box 40
Silver Lake, OR 97638

Darby Giannone, Prin.
Meadow Lake Elem. K-5
1500 Queens Way
Eugene, OR 97401

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Roy E. Gomm, Prin.
Hugh J. Gallagher School
South D Street
Virginia City, NV 89440

Salvadore Ruiz, Prin.
Greenbrae School
4th and O streets
Sparks, NV 89431

Charles Coyle, Prin.
Echo Loder School
600 Apple Street
Reno, NV 89502

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Vincent Ames, Prin.
Glenn A. Duncan School
1200 Montello St.
Reno, NV 89520

James E. Luttges, Prin.
Robert Mitchell School
1216 Prater Way
Sparks, NV 89431

Scott W. Beasley, Prin.
Libby C. Booth School
1450 Stewart St.
Reno, NV 89520

Lynel Cunningham, Prin.
Sun Valley School
5490 Leon Drive
Sparks, NV 89431

Miss Judy Mick, Prin.
Rita A. Cannan School
2450 Cannan Street
Reno, NV 89520

Theodore E. Hunsberger, Prin.
Roger Corbett School
1901 Villanova St.
Reno, NV 89520

Jesse J. Hall, Prin.
Lloyd Diedrichsen School
Sparks, NV 89431

178

Jack E. Ricketts, Prin.
Roy H. Gomm School
4000 Mayberry Drive
Reno, NV 89509

Mrs. Francey Hutchings, Prin.
Stead School
Stead Boulevard
Reno, NV 89507

Theodore Lokke, Prin.
Agnes Risley School
1900 Sullivan Lane
Sparks, NV 89431

Cix

[illegible]
[illegible] State Univer.
[illegible]

Henrietta Schwartz, Dean
School of Education
San Francisco State Univ.
San Francisco, CA 94132

Robert R. Barzelli,
Acting Dean
College of Education
San Diego State Univ.
San Diego, CA 92115

Earl Denny, Acting Dean
School of Education
California State Univ., LA
Los Angeles, CA 90032

James R. Walker, Dean
School of Education
Calif. State Univ., LA
Los Angeles, CA 90032

Homer M. Johnson, Dean
School of Education
California State Univ.
Fresno
Fresno, CA 93740

Arley D. Howsden, Dean
School of Education
Calif. State Univ. Chico
Chico, CA 95126

F. Robert Paulsen, Dean
College of Education
University of Arizona
Tucson, AZ 85721

Howard T. Roberts, Dean
College of Education
Northern Arizona Univ.
Flagstaff, AZ 86001

Robert Stout, Dean
College of Education
Arizona State University
Tempe, AZ 85281

Arnold A. Gallegos, Dean
School of Education
Western Wash. Univ.
Bellingham, WA 98225

James I. Doi, Dean
College of Education
University of Washington
Seattle, WA 98195

Gary M. Zarter, Dean
School of Education
Seattle University
Seattle, WA 98122

Kenneth A. Johnston, Dean
School of Education
Pacific Lutheran University
Tacoma, WA 98447

Jeanne F. Mardian, Dean
School of Education
Gonzaga University
Spokane, WA 99258

Richard V. Jones, Jr.
Dean
School of Education
Weber State College
Ogden, UT 84403

Oral L. Ballam, Dean
College of Education
Utah State University
Logan, UT 84321

James M. Miller, Dean
School of Education
Southern Utah State Coll.
Cedar City, UT 84720

Curtis Van Alfen, Dean
College of Education
Brigham Young University
Provo, UT 84601

George Irwin, Dean
College of Education
Washington State Univ.
Pullman, WA 99163

Leo D. Leonard, Dean
School of Education
University of Portland
Portland, OR 97203

Robert D. Gilberts, Dean
College of Education
University of Oregon
Eugene, OR 97403

Robert Barr
Dean of Education
Oregon State University
Corvallis, OR 97331

Thomas O. Bell, Dean
College of Education
University of Idaho
Moscow, ID 83843

Richard Segness, Dean
College of Education
Idaho State University
Pocatello, ID 83201

Richard L. Hart, Dean
School of Education
Boise State University
Boise, ID 83725

John B. Orr
Dean of Education
University of So. Calif.
Los Angeles, CA 90007

Edward F. DeRoche, Dean
School of Education
Univ. of San Diego,
Alcala Park
San Diego, CA 92110

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APPENDIX D

Background on
Elementary and Special Education
Teacher Respondents

NEVADA TEACHERS RESPONDING - DEGREE INSTITUTIONS

Bates College	1
Brigham Young University	1
California State - Chico	1
California State - Fullerton	1
Central State - Connecticut	1
Colorado State	1
Far Eastern	1
Fitchberg State - Maine	1
Grambling - Louisiana	1
Huron State - South Dakota	1
Kansas State - Emporia	1
Kean College - New Jersey	1
Mankato State - Minnesota	1
Minnesota, University of	1
Mont Claire State - New Jersey	1
Nebraska, University of	1
Nevada-Las Vegas, University of	9
Nevada-Reno, University of	35
New Mexico, University of	1
Northern Arizona	1
Northern Colorado	1
Pacific, University of the	1
Prairie View A&M - Texas	1
Purdue University	1
San Jose State	1
Slippery Rock - Pennsylvania	1
Southern College - Louisiana	1
South Texas, University of	1
Southern Utah	1
Stanford	1
Toledo, University of	1
UCLA	1
Utah State	2
Vassar College - New York	1
Wisconsin - Madison	1

OUT-OF-STATE TEACHERS RESPONDING - DEGREE INSTITUTIONS

Arkansas State	1	Iowa University	1
Arizona - Tucson	2	Iowa, Univ of Northern	1
Arizona State - Tempe	2	Lockhaven State - Pennsylvania	1
Bethany College - California	1	Michigan University	1
Boise State - Idaho	5	New Jersey State	1
University of Boston	1	Northern Colorado	1
Brigham Young University	12	Northern Illinois	1
California State - Chico	4	Northwest Narazine College	1
California State - Fresno	2	Occidental College	1
California State - Fullerton	2	Oregon College	1
California State - Hayward	1	Oregon State	1
California State - Northridge	1	Oregon University	5
California Polytechnic Univ	1	Oregon, Univ of Southern	2
California State - Santa Barbara	1	Pacific, University of	1
California State - San Diego	1	Pepperdine	3
California State - San Francisco	3	Portland State - Oregon	1
California State - Sonoma	1	Principia College	1
California University - Berkeley	1	Roosevelt University	1
California University - Davis	1	Seattle Pacific University	2
Colorado University - Boulder	1	South Dakota University	1
Central Washington	1	Southern College - Connecticut	1
CCNY	1	Southern State - Utah	1
Eastern Washington	3	Texas University	1
Framingham Teachers - New Jersey	1	UCLA	2
Gorham State	1	Utah State	8
Hanover College - Indiana	1	Utah University	2
Idaho State	4	Washington State	2
Idaho University	3	Washington University	1
Immaculate Heart - Los Angeles	1	Weber State College	3
		Whittier College	1

YEARS EXPERIENCE IN TEACHING BY RESPONDENTS

Years Experience	Number of Teachers
1	13
2	16
3	16
4	26
5	15
6	8
7	8
8	13
9	10
10	9
11	8
12	5
13	6
14	3
15	3
16	4
17	2
18	2
19	2
20	3
21	1
22	2
23	1
24	1
25	0
26	1
27	2
28	1
29	0
30	1

SCHOOL DISTRICTS RESPONDING BY STATE
NEVADA BY COUNTY

Arizona
Coolidge
Ft. Thomas

California
Alameda
Bellflower Unified of Lakewood
Hughson
Modesto
Pasadena
Quincy - Plumas
Quartz Hill - Westside Union
Redding
San Diego - Unified & City
Sacramento - Natornas
Sacramento - Sacto
San Francisco Unified
Tahoe-Truckee

Idaho
Boise
Burley
Coeur d'alene
Payette
Pocatello
Rexberg
Salmon
Twin Falls

Oregon
Eugene
Grants Pass
Oregon City

Utah
Box Elder - Tremonton
Davis County - Layton
Emery County - Huntington
Emery County - Ferron
Logan
Salt Lake City - Granite
Salt Lake City - Jordan
Sampite - North - Freemont
Sampite - South - Mayfield
South Weber
Tremont

Washington
Aberdeen
Fairchild
Federal Way
Grandview
Medical Lake

Nevada - By County
Carson City
Churchill
Clark
Douglas
Elko
Lander
Lyon
Lincoln
Mineral
Nye
Humboldt
Storey
Washoe

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APPENDIX E

Background on Secondary Teachers

and

Secondary Special Education Teachers

Degrees of Respondents by State -- Two or More

In-State		Out-of-State	
UNR	- 35	Utah	- 17
UNLV	- 10	Washington	- 17
California	- 12	California	- 14
Utah	- 11	Idaho	- 11
Idaho	- 8	Oregon	- 11
Colorado	- 6	Arizona	- 4
North Dakota	- 4	Colorado	- 2
South Dakota	- 4	Kansas	- 2
Washington	- 4	Ohio	- 2
Arizona	- 3	Texas	- 2
Michigan	- 3	Wyoming	- 2
Nebraska	- 3		
Oregon	- 3		
Florida	- 2		
Illinois	- 2		
Iowa	- 2		
Oklahoma	- 2		

Major Areas of Study - Respondents as Listed

In-State		Out-of-State	
English	- 10	English	- 10
Math	- 11	Math	- 13
Social Science	- 8	Social Science	- 3
Business Educ	- 7	Business Educ	- 8
Science	- 6	Science	- 12
Home Economics	- 7	Home Economics	- 7
Art	- 3	Art	- 4
Physical Educ	- 6	Physical Educ	- 7

Nevada Returns by County

Clark	- 37
Washoe	- 33
Elko	- 9
Douglas	- 7
Lyon	- 7
Mineral	- 6
Humboldt	- 5
Nye	- 4
Storey	- 3
Pershing	- 3
Carson City	- 2
Lander	- 2
Lincoln	- 2
White Pine	- 2

Out-of-State Returns by State

Idaho	- 22
Washington	- 19
Oregon	- 17
Utah	- 16
Arizona	- 14
California	- 11

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Years of Experience by Respondents

Years	Experience	Years	Experience
1	7	18	8
2	13	19	4
3	6	20	15
4	11	21	4
5	14	22	7
6	6	23	2
7	11	24	7
8	14	25	2
9	9	26	0
10	9	27	3
11	10	28	1
12	9	29	0
13	9	30	1
14	9	31	0
15	5	32	0
16	5	33	1
17	8		